



**LADY AMRITBAI DAGA COLLEGE FOR WOMEN OF  
ARTS, COMMERCE AND SCIENCE & SMT.  
RATNADEVI PUROHIT COLLEGE OF HOME  
SCIENCE AND HOME SCIENCE TECHNOLOGY**

**CO-PO MAPPING**

**KaalmeghMadam**

**2025**

# INDEX

S. NO	FACULTY
1	ARTS
2	SCIENCE
3	COMMERCE

**Legend:**

- 3 = Strong Contribution
- 2 = Moderate Contribution
- 1 = Low Contribution
- Blank = No Significant Contribution

**ARTS**

## **DEPARTMENT OF GEOGRAPHY**

### **Program Outcomes and Course Outcomes and PO-CO mapping**

#### **Program Specific Outcomes-Geography (Not provided by BoS)**

1. To understand fundamental concepts of geography and related factors including five themes.
2. Develops the cartography skills in geography such as map reading, representation of data, spatial analysis, critical thinking about geographic happening, statistical techniques and surveying.
3. Understanding the basic concepts, processes within geomorphology and interaction with human activities.
4. Ability to understand the fundamental concepts and processes of climatology and related phenomenon.
5. Understanding the basic concepts and related phenomenon of oceanography.  
Ability to understand and analysis the regional geography for planning and development

#### **B.A. First Year Semester-I Major Theory (T1)**

##### **Paper Name: Introduction to Geography**

##### **Course Outcomes:**

1. Demonstrate comprehension of key geographic concepts such as location, place, and region.
2. Apply geographic methods and tools to analyze spatial patterns and processes.
3. Evaluate the impact of human activities on the physical environment and vice versa.
4. Critically assess global issues from a geographic perspective, including sustainability, cultural diversity, and economic development

#### **B.A. First Year Semester-I Major Subject Practical**

##### **Paper Name: Basic Cartography and Statistical Techniques – Practical Geography(P1)**

##### **Course Outcomes**

1. Demonstrate proficiency in creating and interpreting maps using cartographic principles .
2. Apply statistical techniques to analyze geographic data sets and identify spatial relationships and trends.
3. Design effective maps that communicate spatial information clearly and appropriately for different audiences.
4. Utilize field data collection methods to solve practical geographical problems and present findings effectively

#### **B.A. First Year Semester-I Open/Generic Elective(OE-1)**

##### **Paper Name: FUNDAMENTALS OF PHYSICAL GEOGRAPHY (GEOMORPHOLOGY)**

##### **Course Outcomes:**

1. Identify and describe key landforms and geomorphic processes, demonstrating knowledge of their formation mechanisms.
2. Apply geomorphic principles and methods to analyze and interpret landscape features and processes.
3. Evaluate the impact of natural and anthropogenic factors on landscape evolution and geomorphic change.
4. Demonstrate proficiency in using geospatial tools and techniques to investigate and present geomorphological data and findings.

#### **B.A. First Year Semester-I Vocational Skill Course (VSC)**

##### **Paper Name: SCALE & CHAIN SURVEYING (Practical)**

### **Course Outcomes**

1. Demonstrate proficiency in accurately measuring distances and dimensions using chain and tape surveying techniques.
2. Apply scale surveying principles to produce detailed maps, plans, and drawings with appropriate accuracy and precision.
3. Evaluate and analyse survey data to solve practical problems related to land development, construction, or resource management.
4. Develop practical skills in field surveying, including equipment setup, data collection, and documentation, adhering to industry standards and best practices.

### **B.A. First Year Semester-I Skill Enhancement Course (SEC)**

#### **Paper Name: SKILL IN DISASTER MANAGEMENT**

### **Course Outcomes :**

1. Demonstrate proficiency in applying disaster management principles to real-world scenarios.
2. Implement effective disaster preparedness plans tailored to specific hazards and vulnerabilities.
3. Evaluate and recommend improvements to disaster response strategies based on critical analysis of past incidents.
4. Collaborate efficiently with diverse stakeholders in disaster response and recovery efforts to achieve resilient outcomes.

### **B.A. First Year Semester-I Indian Knowledge System (IKS)**

#### **Paper Name: CONTRIBUTION OF ANCIENT INDIANS IN DEVELOPMENT OF GEOGRAPHY (IKS)**

### **Course Outcomes**

1. Demonstrate a comprehensive understanding of the significant contributions made by Indian scholars to the field of geography.
2. Appreciate the richness of indigenous geographical knowledge systems and their relevance in diverse geographic contexts.
3. Critically assess the influence of Indian perspectives on global geographical theories and practices.
4. Apply insights from Indian geographical traditions to address contemporary environmental and societal challenges.

### **B.A. First Year Semester-II Major Subject Theory**

#### **Paper Name: FUNDAMENTALS OF GEOMORPHOLOGY (T-2)**

### **Course Outcomes:**

1. Describe and classify major landforms and geological structures.
2. Analyze geomorphological processes and their roles in shaping Earth's surface.
3. Demonstrate proficiency in interpreting topographic maps and satellite imagery.
4. Evaluate human impacts on geomorphological processes and landscapes

### **B.A. First Year Semester-II Major Subject Practical**

#### **Paper Name: BASIC PRACTICAL IN GEOMORPHOLOGY Practical Geography(P-2)**

### **Course Outcomes :**

1. Demonstrate proficiency in conducting field surveys and collecting data on geomorphological features.
2. Analyze sediment samples in the laboratory and interpret their implications for landscape evolution.
3. Interpret and create accurate topographic maps and geomorphological profiles.
4. Present findings from field investigations in a clear and organized manner, both orally and in written

reports.

**B.A. First Year Semester-II Minor Subject Theory**

Paper Name: Fundamentals of Environmental Geography (T-5)

**Course Outcomes :**

1. Understand the issues of Environment.
2. Learn to correlate man and environmental conditions.
3. Understand the responsibility as a citizen to conserve the environment.
4. Understand the path of sustainable development.

**B.A. First Year Semester-II Open / Generic Elective OE 2**

Paper Name: **FUNDAMENTALS OF PHYSICAL GEOGRAPHY (CLIMATOLOGY )**

**Course Outcomes:**

1. Demonstrate a comprehensive understanding of the key principles and components of the Earth's climate system.
2. Apply climatological theories and methods to analyze and interpret global and regional climate patterns.
3. Critically evaluate the implications of climate variability and change on natural environments and human societies.
4. Communicate effectively about climatological concepts, both orally and in written form, using appropriate terminology and data

**B.A. First Year Semester-II Vocational Skill Course (VSC)**

Paper Name: Plane Table & Prismatic Compass Survey (Practical)

**Course Outcomes**

1. Perform accurate measurements and sketches using a plane table to create detailed topographic maps.
2. Utilize a prismatic compass proficiently to determine magnetic bearings and angles in field surveys.
3. Demonstrate competency in conducting traverses and plotting survey data effectively.
4. Apply knowledge of surveying techniques to solve real-world spatial measurement challenges

**B.A. First Year Semester-II Skill Enhancement Course (SEC)**

Paper Name: WILD LIFE TOUR GUIDE

**Course Outcomes**

1. Demonstrate proficiency in identifying local wildlife species and interpreting their behaviors and habitats to tour participants.
2. Apply ethical principles of wildlife conservation and sustainable tourism practices during wildlife tours.
3. Communicate effectively with tourists, providing engaging and informative wildlife experiences.
4. Evaluate and mitigate potential risks associated with wildlife encounters to ensure tour participant safety.

**B.A. Second Year Semester-III Major Theory (T3)**

**Paper Name: FUNDAMENTAL OF CLIMATOLOGY**

**Course Outcomes:**

1. Students will be able to describe the fundamental concepts of climatology.
2. Students will understand the vertical and horizontal structure of the atmosphere.
3. Students will analyze factors affecting temperature, pressure, and wind systems.

4. Students will explain the role of humidity and precipitation in the climate system

**B.A. Second Year Semester-III Major Subject Practical**

**Paper Name: Basic Practical of Climatology (P3)**

**Course Outcomes**

1. Students will be able to collect and interpret basic climatological data.
2. Students will gain proficiency in drawing and analyzing climatic graphs.
3. Students will demonstrate practical knowledge of weather instruments and their functions.
4. Students will apply methods to study temperature, pressure, wind, humidity, and rainfall patterns.

**B.A. Second Year Semester-III Minor**

**Paper Name: INTRODUCTION TO GEOMORPHOLOGY**

**Course Outcomes:**

5. Identify and describe key landforms and geomorphic processes, demonstrating knowledge of their formation mechanisms.
6. Apply geomorphic principles and methods to analyze and interpret landscape features and processes.
7. Evaluate the impact of natural and anthropogenic factors on landscape evolution and geomorphic change

**B.A. Second Year Semester-III Open/Generic Elective (OE-3)**

**Paper Name: FUNDAMENTALS OF PHYSICAL GEOGRAPHY (Oceanography)**

**Course Outcomes:**

1. Students will be able to explain the nature and importance of oceanography in physical geography.
2. Students will understand the composition and characteristics of seawater.
3. Students will analyze the causes and effects of oceanic movements.
4. Students will identify and describe major oceanic landforms and their formation processes.

**B.A. Second Year Semester-III Vocational Skill Course (VSC)**

**Paper Name: Modern Data Collection Tool (Google Form)**

**Course Outcomes**

1. Students will understand the role of digital platforms in modern data collection.
2. Students will be able to create and customize Google Forms for various purposes.
3. Students will learn to collect, organize, and export responses effectively.
4. Students will apply Google Forms in conducting field surveys and interpreting results.

**B.A. Second Year Semester-III Field Visit**

**Paper Name: Field Visit to Metrological Centre**

**Course Outcomes**

1. Understand the structure and functioning of regional and local meteorological stations.
2. Identify and explain the use of basic meteorological instruments.
3. Analyze and interpret primary weather data collected during the field visit.
4. Prepare systematic weather reports and charts based on field observations

**B.A. Second Year Semester-IV Major Subject Theory**

**Paper Name: FUNDAMENTAL OF OCEANOGRAPHY**

**Course Outcomes**

1. Define oceanography and explain its branches, scope, and historical significance.
2. Identify and describe the major relief features of the ocean floor, such as continental shelves, slopes, abyssal plains, submarine ridges, and oceanic trenches.
3. Analyze the properties of seawater, including temperature distribution, salinity variation, and the factors influencing them.
4. Explain the mechanisms of ocean circulation, including waves, tides, and currents, and assess their impact on climate and marine ecosystems.
5. Describe global ocean currents, including those in the Pacific, Atlantic, and Indian Oceans, as well as phenomena such as El Niño and La Niña.

**B.A. Second Year Semester-IV Major Subject Practical**

**Paper Name: Basic Practical of statistics Practical Geography (P-4)**

**Course Outcomes :**

1. Students will understand key statistical tools used in geographical studies.
2. Students will gain the ability to organize and present data effectively.
3. Students will interpret geographical data using graphs and diagrams.
4. Students will apply statistical methods to draw meaningful geographical conclusions.

**B.A. Second Year Semester-IV Minor Subject Theory**

**Paper Name: Introduction To Climatology**

**Course Outcomes:**

1. Know various climatological concepts and terminologies with proper climatic data
2. Understand different climatic phenomenon and apply this knowledge to understand real world issues.
3. Apply methods and theories for interpreting local and global climate
4. Critically evaluate climatic variability and its impact on environment and society.

**B.A. Second Year Semester-IV Open / Generic Elective OE**

**Paper Name: Fundamentals Of Human Geography**

**Course Outcomes:**

- Students will be able to define and explain core concepts of Human Geography.
- Students will interpret spatial patterns of human settlement and activities.
- Students will critically analyze demographic and cultural data.
- Students will evaluate the role of human actions in shaping the environment.

**B.A. Second Year Semester-IV Skill Enhancement Course(SEC)**

**Paper Name: Dumpy Level Survey**

**Course Outcomes :**

1. Students will understand the principles and uses of Dumpy Level surveying.
2. Students will be able to set up and use the Dumpy Level accurately in the field.
3. Students will learn to calculate Reduced Levels and prepare leveling profiles.
4. Students will gain hands-on experience in field data collection and plotting.

**B.A. Second Year Semester-IV CEP**

**Paper Name: Rainwater Harvesting and Geography: Awareness, Feasibility & Local Implementation**

**Course Outcomes:**

- Students will understand the methods and significance of rainwater harvesting.



- They will be able to conduct awareness campaigns and surveys in the community.
- They will gain practical experience in data collection and feasibility analysis.
- Students will be capable of preparing a detailed field-based geographical report.

**B.A. Second Year Semester-V Not mentioned by BoS**

Paper Name: Geography of Maharashtra

**B.A. Second Year Semester-VI Not mentioned by BoS**

Paper Name: Geography of India

### CO-PO Mapping

B A Semester-I Major

B A Semester-I Major						
CO / PO	1	2	3	4	5	6
1	✓	-	-	-	-	✓
2	-	✓	-	-	-	-
3	-	-	✓	-	-	-
4	-	-	✓	-	-	✓

B A Semester-II Major

B A Semester-II Major						
CO / PO	1	2	3	4	5	6
1	✓	-	✓	-	-	-
2	-	-	✓	-	-	-
3	-	✓		✓	-	-
4	-	-	✓	-	-	✓

B A Semester-III Major

B A Semester- III Major						
CO / PO	1	2	3	4	5	6
1	✓	-	-	✓	-	✓
2	-	-	✓	-	-	✓
3	-	-	-	-	-	✓
4	-	-	-	-	-	✓

B A Semester-IV Major

B A Semester- IV Major						
CO / PO	1	2	3	4	5	6
1	✓	-	-	-	✓	-
2	-	-	✓	-	✓	-
3	-	✓	-	-	✓	-
4	-	-	-	-	✓	-
5	-	-	-	-	✓	✓

## **DEPARTMENT OF POLITICAL SCIENCE**

### **PROGRAM OUTCOME**

1. To enable students understanding basic ideas, concepts, approaches perspectives, democratic and other systems.
2. To make aware student about new ideas and trends in political science.
3. To understand and interrelate the subject with other subjects.
4. To develop analytical sense in the students.
5. To make students update with changing national and global scenario.
6. To inculcate the Constitutional values, make them responsible and sensitized citizens

### **B.A. I Year Semester I COURSE OUTCOMES:**

#### **Political Theory Major 1**

.Understand the nature and relevance of Political Theory

- Understand different concepts i.e. power, authority, rights, liberty, equality and justice
- Understand present situation of concepts

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Understand the nature and relevance of Political Theory</b>	3	2	-	2	-	-
<b>CO2. Explain and differentiate key concepts such as power, authority, rights, liberty, equality, justice</b>	3	3	-	3	-	2
<b>CO3. Analyze the contemporary relevance and practical implications of these political concepts</b>	3	3	2	3	3	3

#### **MODERN INDIAN POLITICAL THOUGHT-1 MAJOR 2**

COURSEOUTCOMES: 1. Students can know the political ideas, views and concerns of leading Indian thinkers.

2. Students can know about Indian political and social thinkers.
3. Students take positive inspiration from the thoughts of great thinkers.
4. Students will be able for a better understanding about the fundamental concepts of Indian Politic

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Explain the political ideas, views, and concerns of leading Indian thinkers</b>	3	3	2	2	2	2
<b>CO2. Describe the contributions of major Indian political and social thinkers</b>	3	3	3	2	2	2
<b>CO3. Draw positive inspiration from the thoughts of great Indian thinkers</b>	2	2	1	1	1	3
<b>CO4. Demonstrate a deeper understanding of the fundamental concepts of Indian politics</b>	3	3	2	3	2	2

### **POLITICAL REPORTING-1 VOCATIONAL SKILL COURSE-VSC-1**

1. Understand the need, scope and concepts in Political Reporting.
2. Identify various sources for Political Reporting.
3. Provide an overview of interpreting the political phenomena from the grass roots level to the Parliament.
4. Develop insights and enhance skills in a professional manner in the age of mass media.
5. Learn skills related to reporting, enlarge job opportunities and make it as a career

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1 Understand the need, scope, and key concepts of Political Reporting</b>	3	3	2	2	2	2
<b>CO2 Identify and utilize various sources for Political Reporting</b>	2	3	2	2	2	2
<b>CO3. Interpret political phenomena from the grassroots level to Parliament</b>	3	3	3	3	3	2
<b>CO4. Develop insights and enhance professional skills in the context of mass media</b>	2	3	2	3	3	2
<b>CO5. Learn reporting skills to expand job opportunities and pursue</b>	2	3	2	3	3	2

<b>careers in the field</b>						
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## **INDIAN CINEMA AND POLITICS INDIAN KNOWLEDGE SYSTEM -IKS**

1. The students will be able to analyze political concepts and events, public policy, political behaviour and visions of politics and society as presented in films.
2. The students can understand how the use of power in general and use of political power in particular is connected with their day to day life
3. It will help develop critical thinking the skills of description, appreciation and interpretation and promote independent thinking.

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Analyze political concepts, events, public policy, and visions of politics and society as presented in films</b>	3	3	3	3	3	2
<b>CO2. Understand how the use of power connects with their day-to-day life</b>	3	3	2	3	3	2
<b>CO3. Develop critical thinking, description, appreciation, interpretation, and independent thinking</b>	3	3	3	3	3	2

## **INDIAN GOVERNMENT AND POLITICS**

1. Understand the Indian Constitution with its basic principles
2. Know constitutional legal rights
3. Understand different functionaries and their working established by the Constitution

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Understand the Indian Constitution and its basic principles</b>	3	2	2	2	2	3
<b>CO2. Identify and explain constitutional and legal rights</b>	3	2	1	2	2	2
<b>CO3. Describe the different constitutional functionaries and their functioning</b>	3	2	2	2	2	3

**B.A. I YEAR SEMESTER – II**  
**WESTERN POLITICAL THOUGHT Major 3**

- Understand fundamental concepts of Plato, Aristotle, Mill and Marx's philosophy
- Understand these concepts in a critical and analytical manner

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Understand the fundamental concepts of Plato, Aristotle, Mill, and Marx's philosophies</b>	3	3	2	2	2	2
<b>CO2. Critically and analytically engage with these concepts</b>	3	3	2	3	2	2

**MODERN INDIAN POLITICAL THOUGHT-2 MAJOR 4**

1. Students can know the political ideas, views and concerns of leading Indian thinkers.
2. Students can know about Indian political and social thinkers.
3. Students take positive inspiration from the thoughts of great thinkers.
4. Students will be able for a better understanding about the fundamental concepts of Indian Political thought

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Explain the political ideas, views, and concerns of leading Indian thinkers</b>	3	3	2	2	2	2
<b>CO2. Describe the contributions of important Indian political and social thinkers</b>	3	3	2	2	2	2
<b>CO3. Draw positive inspiration from the thoughts of great thinkers</b>	2	2	1	1	1	3
<b>CO4. Demonstrate a clear understanding of the fundamental concepts of Indian political thought</b>	3	3	2	3	2	2

## **POLITICAL REPORTING-2 (VOCATIONAL SKILL COURSE )**

1. Understand the need, scope and concepts in Political Reporting.
2. Identify various sources for Political Reporting.
3. Provide an overview of interpreting the political phenomena from the grass roots level to the Parliament.
4. Develop insights and enhance skills in a professional manner in the age of mass media.
5. Learn skills related to reporting, enlarge job opportunities and make it as a career.

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Understand the need, scope, and key concepts of Political Reporting</b>	3	3	2	2	2	2
<b>CO2. Identify and utilize various sources for Political Reporting</b>	2	3	2	2	2	2
<b>CO3. Provide an overview of interpreting political phenomena from grassroots to Parliament</b>	3	3	3	3	3	2
<b>CO4. Develop insights and enhance professional skills in the age of mass media</b>	2	3	2	3	3	2
<b>CO5. Acquire reporting skills to expand job opportunities and pursue careers in the field</b>	2	3	2	3	3	2

## **STATE GOVERNMENT AND POLITICS {OPEN ELECTIVE}**

1. Demonstrate knowledge of the constitutional structure of democracy at state level.
2. Demonstrate knowledge of working of state institution of governance i.e. governor Centre\_state relations.  
I
3. show awareness to new trends like Panchayat raj and Right to Information

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Demonstrate knowledge of the constitutional structure of democracy at the state level</b>	3	2	2	2	2	3
<b>CO2. Demonstrate knowledge of the working of state institutions of governance</b>	3	2	2	2	2	3
<b>CO3. Show awareness of new trends like Panchayati Raj and the</b>	3	3	2	3	3	3

<b>Right to Information</b>						
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## **B.A. SECOND YEAR: SEMESTER – III**

### **INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT MAJOR 1**

1. Be able to reflect on the nature of Indian nationalism and the Constitution with historical perspectives and insights
2. Understand and appreciate the values and design of the Indian Constitution resulting from the diverse intellectual traditions, ideas, and concerns of freedom fighters.
3. Have a nuanced understanding of the stages and settings in which Constitutional measures and reforms were initiated, contested and modified culminating in the making of the Indian Constitution
4. Have a lucid understanding of the intentions and visions of Constitution makers in the design and inclusion of distinct aspects in the Indian Constitution

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Reflect on the nature of Indian nationalism and the Constitution through historical perspectives</b>	3	2	2	2	2	3
<b>CO2. Understand and appreciate the values and design of the Indian Constitution shaped by freedom movements</b>	3	3	2	3	3	3
<b>CO3. Develop nuanced understanding of constitutional measures and reforms leading to the Constitution</b>	2	3	2	3	3	2
<b>CO4. Articulate the intentions and visions of Constitution makers</b>	2	3	2	3	3	2

### **INDIAN GOVERNMENT AND POLITICS MAJOR 2**

4. Understand the Indian Constitution with its basic principles.
5. Know constitutional legal rights
6. Understand different functionaries and their working established by the Constitution

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Understand the Indian Constitution and</b>	3	2	2	2	2	3

<b>its basic principles</b>						
<b>CO2. Identify and explain constitutional and legal rights</b>	3	2	1	2	2	3
<b>CO3. Describe the different functionaries and their functioning</b>	3	2	2	2	2	3

## MANAGING ELECTIONS AND ELECTION CAMPAIGN

1. Student will learn about how to file election nominations and the technical issues involved in it.
2. Student will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
3. Student will be made aware of the role of new media and technology involved in election campaign.
4. Student will get to know about the required skills for media management during the elections.
5. Student will be able to answer what are debates on state funding of political

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Describe how to file election nominations and explain technical processes</b>	3	2	2	2	2	3
<b>CO2. Explain the election code of conduct, including ethics in campaigning</b>	3	2	2	2	2	3
<b>CO3. Discuss the role of new media and technology in election campaigns</b>	2	3	2	3	3	2
<b>CO4. Identify and apply skills for media management during elections</b>	2	3	2	3	3	2
<b>CO5. Explain and critically assess debates on state funding of political parties and election campaigns</b>	3	3	2	3		3



### **MEDIA AND ELECTORAL PROCESSES-1 (VOCATIONAL SKILL COURSE) 3**

1. Acquaint student with the structure and manner of functioning of Election Commission of India.
2. Understand the political issues in Electoral Politics.
4. Aware of the role of new media and technology in election campaign.
5. Develop an understanding of the required skills for data collection, research in election management

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Acquaint themselves with the structure and functioning of the Election Commission of India</b>	3	2	2	2	2	3
<b>CO2. Understand the major political issues in electoral politics</b>	3	3	2	3	3	3
<b>CO3. Recognize the role of new media and technology in election campaigns</b>	2	3	2	3	3	2
<b>CO4. Develop skills in data collection and research relevant to election management</b>	2	3	2	3	3	2

### **INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT OE**

1. Be able to reflect on the nature of Indian nationalism and the Constitution with historical perspectives and insights
2. Understand and appreciate the values and design of the Indian Constitution resulting from the diverse intellectual traditions, ideas, and concerns of freedom fighters.
3. Have a nuanced understanding of the stages and settings in which Constitutional measures and reforms were initiated, contested and modified culminating in the making of the Indian Constitution
4. Have a lucid understanding of the intentions and visions of Constitution makers in the design and inclusion of distinct aspects in the Indian Constitution

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1. Reflect on the</b>	3	2	2	2	2	3

<b>nature of Indian nationalism and the Constitution through historical perspectives</b>						
<b>CO2. Understand and appreciate the values and design of the Indian Constitution shaped by freedom movements</b>	3	3	2	3	3	3
<b>CO3. Develop nuanced understanding of constitutional measures and reforms leading to the Constitution</b>	2	3	2	3	3	2
<b>CO4. Articulate the intentions and visions of Constitution makers</b>	2	3	2	3	3	2

## **B.A. SECOND YEAR: SEMESTER-IV**

### **STATE GOVERNMENT AND POLITICS MAJOR I**

Demonstrate knowledge of the Constitutional structure of democracy at state level.

- Demonstrate knowledge of working of state institution of governance i.e. governor, Centre-state relations.
- Show awareness to new trends like Panchayat raj and Right to Information.

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b> Constitutional structure at state level	3	2	2	2	2	3
<b>CO2</b> Working of state institutions	3	2	3	3	2	3
<b>CO3</b> Panchayati Raj and RTI	2	3	2	3	3	3

## POLITICAL PARTIES AND PARTY POLITICS IN INDIA MAJOR 2

1. Understand the need for political parties in a Democracy, their structure, functions and types etc.
2. Relate their everyday life with regard to the elements of Democracy and their contribution to the development of a Nation.
3. Familiarize them to the various politico-social institutions in a Democracy

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1. Understand the need for political parties in a democracy, their structure, functions, and types</b>	3	2	2	2	2	3
<b>CO2. Relate everyday life to democracy and contributions to national development</b>	2	2	2	2	3	3
<b>CO3. Familiarize with various politico-social institutions in a democracy</b>	3	2	2	2	2	3

## INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT OE

- 1.Be able to reflect on the nature of Indian nationalism and the Constitution with historical perspectives and insights
2. understand and appreciate the values and design of the Indian constitution resulting from the diverse intellectual traditions, ideas, and concerns of freedom fighters.
3. Have a nuanced understanding of the stages and settings in which constitutional measures and reforms were initiated, contested and modified culminating in the making of the Indian Constitution
4. Have a lucid understanding of the intentions and visions of constitution makers in the design and inclusion of distinct aspects in the Indian constitution

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1. Reflect on Indian nationalism and the Constitution through historical perspectives</b>	3	2	2	2	2	3
<b>CO2. Understand and appreciate the values and design of the Constitution shaped by diverse traditions and</b>	2	2	2	3	2	3

<b>ideas</b>						
<b>CO3. Develop nuanced understanding of the stages and contexts of constitutional reforms and measures</b>	3	2	2	3	2	3
<b>CO4. Articulate the intentions and visions of Constitution makers in the framing of the Indian Constitution</b>	3	2	2	3	2	3

### **B.A . III SEM V**

#### **- SEM V: COMPARATIVE GOVERNMENT AND POLITICS**

1. Comparative study of various Constitutions (Legislature, Executives and Judiciary).
2. Historical development of various constitutions in the worlds.
3. Study of contemporary world issues such as Feminism and political Participation.
4. Study of comparative political issues such as comparative political culture, political parties, and political socialization in various nations.

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b> Comparative study of constitutions	3	2	2	2	2	3
<b>CO2</b> Historical development of constitutions	3	2	2	2	3	2
<b>CO3</b> Contemporary world issues (Feminism etc	2	3	2	3	3	2
<b>CO4</b> Comparative political issues	3	3	3	3	3	3

#### **SEM VI: INTERNATIONAL RELATIONS**

1. Study of India's International Relations with other countries.
2. Study of various International organisations, its formation and role in International Politics.
3. Study of International Law and Human Rights.
4. Study of concepts of world Peace.
5. India's role in International Politics.

<b>Course Outcomes (COs)</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b> India's International Relations	3	3	2	2	3	2
<b>CO2</b> International Organisations	3	3	3	2	3	2
<b>CO3</b> International Law and Human Rights	3	2	2	3	2	3
<b>CO4</b> Concepts of World Peace	2	3	2	3	3	3
<b>CO5</b> India's role in International Politics	3	3	3	3	3	3

## DEPARTMENT OF ECONOMICS

### Programme Outcomes

- 1: Analytical and problem-solving skills in economic contexts
- 2: Application of economic theories (micro and macro) to real-world scenarios
- 3: Understanding of production, finance, and Indian economic systems
- 4: Entrepreneurial, policy-related, and interdisciplinary competencies
- 5: Ethical awareness and citizenship through economic understanding

### CO-PO Mapping Matrix

#### Semester-I

Sr.no	Course Title	Course Outcomes (COs)	POs1	POs2	POs3	POs4	POs5
1.	<b>(Major-I) Introductory Microeconomics</b>	<b>CO1:</b> Use various basic concepts of microeconomics.	✓				
		<b>CO2:</b> Understand consumer behaviours in different situations and the measurement of elasticity and its determinants.	✓	✓			
		<b>CO3:</b> Know different factors of production, production function, law of variable proportion, price and output determination in different market situations.	✓		✓		
		<b>CO4:</b> Use their knowledge to understand different theories of distribution.	✓				✓
2.	<b>(Major-II) Retail Marketing</b>	<b>CO1:</b> Equip the student with overall idea and role of Retail marketing.	✓				
		<b>CO2:</b> Students will get the knowledge about the strategies used in retail marketing	✓	✓		✓	
3.	<b>(OE) Entrepreneurial Economics</b>	<b>CO1:</b> Start own business as Entrepreneur	✓			✓	
		<b>CO2:</b> Enabling the students to find career opportunities in business		✓		✓	
		<b>CO3:</b> To enable the students to gain knowledge and skills needed to run a business successfully.	✓	✓		✓	
4.	<b>(VSC) Personal Finance &amp; Planning</b>	<b>CO1:</b> Examine the meaning and appreciate the relevance of financial planning.	✓				✓
		<b>CO2:</b> Demonstrate the concept of investment planning and its methods.	✓	✓			
		<b>CO3:</b> Examine the scope and ways of personal tax planning.		✓			✓
		<b>CO4:</b> Analyse insurance planning and its relevance. 5. Interpret insight into retirement planning and its relevance.	✓				✓
5.	<b>(IKS) Kautilya's Economy</b>	<b>CO1:</b> The course explores ancient political-economic foundations to understand modern policy needs nationally and internationally.	✓		✓	✓	✓
		<b>CO2:</b> This treatise explores governance, covering socio-economic and political aspects essential for student understanding today.	✓		✓	✓	✓
6.	<b>(SEC) Stock Market</b>	<b>CO1:</b> Identify the stock market functions	✓	✓			
		<b>CO2:</b> Identify the practical applicability of different investment tools		✓			

		<b>CO3:</b> Integrate the analytical skill for the techniques of fundamental and technical analysis	✓				
		<b>CO4:</b> Develop the analytical skills needed to make informed investment decisions in the stock market.	✓				

### Semester-II

Sr.no	Course Title	Course Outcomes (COs)	POs1	POs2	POs3	POs4	POs5
1.	<b>(Major-I) Introductory Macroeconomics</b>	<b>CO1:</b> Use various basic concepts of national income and method of income measurement.	✓	✓	✓		
		<b>CO2:</b> Understand role and functions of money in the economy, students will also understand the concepts of inflation, deflation their types and effects with controlling measures.	✓	✓	✓		
		<b>CO3:</b> Know different factors responsible for the business cycle and its effect on different sectors of economy.	✓	✓			✓
		<b>CO4:</b> Use their knowledge to understand role of government in the economy, sources of revenue and principals of expenditure.	✓	✓	✓		✓
2.	<b>(Major-II) Rural Economics</b>	<b>CO1:</b> To understand the basics of rural development,	✓		✓		✓
		<b>CO2:</b> To study the characteristics, problems, and programmes of rural redevelopment	✓	✓			✓
		<b>CO3:</b> To study the trends and patterns of economic activities in rural areas	✓	✓	✓	✓	
		<b>CO4:</b> To study the role of infrastructural facilities and governance in rural development	✓		✓	✓	
		<b>CO5:</b> To enable the students to know about significance of rural enterprises and agricultural allied activities.	✓		✓	✓	
3.	<b>(OE) Economics Of Human Development</b>	<b>CO1:</b> Differentiate between Human Resource Development (HRD), Human Development (HD) and HRM.	✓			✓	✓
		<b>CO2:</b> Understand the concepts of Human Security, describe dimensions of human development, and appreciate various practices and policies of human development, HDI and India.	✓		✓		✓
4.	<b>(VSC) Tourism &amp; Hospitality Management Skill</b>	<b>CO1:</b> Plan, Lead, Organic and control resources for effective and efficient tourism operations.	✓	✓		✓	
		<b>CO2:</b> Create, apply and evaluate marketing strategies for tourism destinations and organizations	✓	✓		✓	
		<b>CO3:</b> Develop and evaluate tourism policy and planning initiatives	✓		✓	✓	
		<b>CO4:</b> Demonstrate effective communication skills				✓	✓
		<b>CO5:</b> Evaluate diversity and ethical considerations relevant to the hospitality industry					✓
		<b>CO6:</b> Identity and apply business concepts and skills relevant to the operational areas of	✓		✓	✓	

		hospitality management.					
5.	<b>(Minor) Principles Of Economics</b>	<b>CO1:</b> Use various basic concepts of Micro and Macro Economic.	✓	✓	✓		
		<b>CO2:</b> Understand meaning of national income, functions of money and consumption function.	✓	✓	✓		
6.	<b>(SEC) Economic Survey And Union Budget</b>	<b>CO1:</b> Students will have the capability to understand government policies and will be informed participants in economic decision-making.	✓	✓	✓	✓	✓
		<b>CO2:</b> The course seeks to familiarize students and deepen their knowledge with regards to the basic concepts related to the Economic Survey and the Union Budget.	✓	✓	✓		
		<b>CO3:</b> It proposes to enhance their capability to understand government policies and be informed participants in economic decision making.	✓	✓	✓		

### Semester-III

Sr.no	Course Title	Course Outcomes (COs)	POs1	POs2	POs3	POs4	POs5
1.	<b>(Major-I) /(Minor) Money And Modern Banking</b>	<b>CO1:</b> Describe the working of commercial banks	✓	✓	✓		
		<b>CO2:</b> Understand the role and functioning of RBI & students will be introduced to fundamental concepts of retail banking.	✓	✓			
		<b>CO3:</b> Students get a thorough knowledge about retail products.	✓	✓		✓	
		<b>CO4:</b> Students enlighten the students regarding the concepts of the priority sector and its finance and problems in rural banking.	✓		✓		
2.	<b>(Major-II) Economics Of Education</b>	<b>CO1:</b> Understanding of key concepts, issues, theories and models relating to economics of education, along with empirical evidence on and policy implications of those theories and models and a deeper understanding of recent research activity,	✓		✓		✓
		<b>CO2:</b> Understand methods used by economists to evaluate education policies,	✓	✓			✓
		<b>CO3:</b> Understand and Model the Education Production Function;	✓			✓	✓
		<b>CO4:</b> Define the return to education and understand its empirical estimates; and	✓	✓			
		<b>CO5:</b> Research and investigative skills such as problem framing and solving and the ability to assemble and evaluate complex evidence and arguments.	✓	✓			
3.	<b>(OE) Economics of GST</b>	<b>CO:1</b> Acquire knowledge on indirect taxes with special reference to GST	✓			✓	✓
		<b>CO2:</b> Acquire the theoretical and application knowledge of GST and its Evolution in India	✓	✓			
		<b>CO3:</b> To enable the students to understand the GST Law, ITC, Valuation of supply and returns	✓	✓	✓		
		<b>CO4:</b> Simple calculation of GST and Input Tax Credit, Valuation of Supply (Numerical on valuation and calculation of tax)	✓	✓	✓		



4.	<b>(VSC) Leadership And Personality Development</b>	<b>CO1:</b> This programing is designed to aid candidates in their preparation for recruitment through campus or outside campus.	✓		✓		
		<b>CO2:</b> The course will enable students to be a better professional through effective communication.				✓	✓
		<b>CO3:</b> Students will learn skills to present themselves in an effective manner while facing interviews or similar test for placements.				✓	✓

#### Semester-IV

Sr.no	Course Title	Course Outcomes (COs)	POs1	POs2	POs3	POs4	POs5
1.	<b>(Major-I) /(Minor) Indian Economy</b>	<b>CO1:</b> To get an overview of Indian Economy	✓	✓	✓		✓
		<b>CO2:</b> To make the students acquainted with the latest developments in the Economy.	✓	✓	✓		
		<b>CO3:</b> Students will know and understand nations problems.	✓		✓		✓
		<b>CO4:</b> Learn the measures to solve the problems of the nation.	✓		✓	✓	
		<b>CO5:</b> Understand the current problems of Indian Economy.	✓	✓	✓		✓
		<b>CO6:</b> Identify the factors contributing to the recent growth of the Indian Economy.	✓	✓	✓		
		<b>CO7:</b> Evaluate impact of LPG policies on economic growth in India.	✓	✓	✓	✓	
		<b>CO8:</b> Students may get an opportunity to identify the strategic drivers in the development of Indian Economy.	✓		✓	✓	✓
2.	<b>(Major-II) Economics Of Travel &amp; Tourism</b>	<b>CO1:</b> Find the basic concept of tourism industry	✓			✓	✓
		<b>CO2:</b> Understand the historical background of travel and tourism through the years	✓			✓	✓
		<b>CO3:</b> Identify the various motivational concept of tourism industry.	✓			✓	
		<b>CO4:</b> Distinguish the difference between domestic and international tourism	✓	✓			
		<b>CO5:</b> Evaluate the socio economic, cultural, and environmental impact of tourism industry.	✓		✓	✓	✓
		<b>CO6:</b> Imagine the scope of the tourism industry.	✓		✓	✓	
3.	<b>(OE) Basics Of Indian Economy</b>	<b>CO1:</b> Trace the evolution of Indian Economy.	✓	✓	✓		
		<b>CO2:</b> Identity the structural features and constraints of the Indian Economy.	✓	✓	✓		
		<b>CO3:</b> Evaluate planning models and strategy adopted in India.	✓	✓	✓	✓	
		<b>CO4:</b> Analyse the sector specific problem and contributions towards overall economic growth.	✓	✓	✓	✓	✓
4.	<b>(SEC) Organic Farming And Entrepreneurship</b>	<b>CO1:</b> Understand the fundamental principles, objectives, and types of organic farming, including differences between organic and conventional practices.	✓		✓	✓	
		<b>CO2:</b> Identify various components of	✓		✓	✓	

		organic farming such as weed and irrigation management, post-harvest handling, and branding challenges of rural and organic products.					
		<b>CO3:</b> Explore the scope for organic start-ups, including funding opportunities and food processing techniques relevant to rural entrepreneurship.		✓	✓	✓	
		<b>CO4:</b> Develop entrepreneurial competencies by understanding the dynamics, barriers, and stages of farm enterprise development, with a focus on enhancing entrepreneurship in farming.	✓			✓	✓

#### Semester-V

Sr.no	Course Title	Course Outcomes (COs)	POs1	POs2	POs3	POs4	POs5
	<b>Development and International Economics</b>	<b>CO1:</b> To explain development and economic growth theories, international trade theories and related economic development theories.	✓	✓	✓		
		<b>CO2:</b> Learn hardcore economic prescriptions to development, concerns hitherto related to background like education, health, sanitation and infrastructural development, have found a place of pride in explaining with reference to various economics.	✓		✓	✓	✓
		<b>CO3:</b> The student will be acquired with economic concepts and models of international trade as well as trade policies.	✓	✓	✓		
		<b>CO4:</b> Student will become aware about international trade blocks and their importance.	✓	✓		✓	

#### Semester-VI

Sr.no	Course Title	Course Outcomes (COs)	POs1	POs2	POs3	POs4	POs5
	<b>Consumer Economics</b>	<b>CO1:</b> They get an opportunity to learn about the practical aspects of money management. The knowledge of this aspect would be useful to them in planning their future status as family leaders in dealing with these vital issues.	✓	✓	✓		✓
		<b>CO2:</b> About the importance of money savings and investment etc. so that they can enlighten their elders in managing the family income systematically.	✓		✓		✓
		<b>CO3:</b> To learn practical aspects of the market and the way in which they can use their knowledge in developing appropriate buying strategies and in learning how to face the problem of consumer grievances etc.	✓	✓		✓	

## DEPARTMENT OF HISTORY

### **PROGRAM OUTCOMES OF B.A (THREE/FOUR YEAR PROGRAM) WITH HISTORY AS SUBJECT:**

PO1. To enable students to understand the background of our historic past, religion, customs, institutions, administration and so on.

PO2. To make students aware about the Social, Political, Religious and Economic conditions of the people.

PO3. To make them understand the history of world with comparative approach.

PO4. To develop analytical sense among the students to understand relationship between the past and the present times so as to deduce its contemporary relevance.

PO5. Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.

### **SEMESTER 1 : COURSES:**

#### **1. Major mandatory 1 (4 Credits): History of India from earliest times to 550 AD COURSE OUTCOMES:**

CO1. Students will learn literary sources of Ancient India

CO2. Students will acquire knowledge of Vedic Period and rise of Jainism and Buddhism

CO 3. The student will know the rise of empires.

CO4. The student will learn administration and art and architecture of different dynasties

#### **CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	-	2
CO2	3	3	2	2	2
CO3	3	3	2	3	2
CO4	3	3	2	3	3

#### **2. Major mandatory 2 (2 Credits) : Idea of Bharat**

##### **Course Outcome:**

CO1. Students will understand the concept of Bharatvarsh, Akhand Bharat and its geography.

CO2. Students will acquire knowledge of India's cultural roots and ancient Indian philosophy.

#### **CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	1	—	1	—
CO2	3	2	—	2	1

#### **3. VSC 1-Vocational Skill Course (2 Credits) : Archives in India**

##### **Course Outcome:**

CO1. Students will understand the meaning and definition of Archives. They will learn the history, uses and importance of Archives.

CO2. Students will come to know about the museums in India, various government and private archives.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	1	–	1	1
CO2	3	2	–		–

**4. IKS-Indian Knowledge System (2 Credits) : Ancient Knowledge System****Course Outcome:**

CO1. Students will understand the ancient Indian wisdom preserved in ancient texts. They will know important ethical ideas contained in the Indian traditions.

CO2. Students will be able to investigate certain epistemic ideas in Ancient Indian texts. Students will be able to relate the nature and human relations.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	–	2	1
CO2	2	2	–	3	2

**5. OE 1 – Open Elective (4 Credits): Indian Freedom Struggle 1885-1947 AD****Course Outcome:**

CO1. Students will acquire knowledge about rise of Indian National Congress and its phases.

CO2. Students will be able to compare Nationalist movements- Pre-Gandhian and Post- Gandhian era.

CO3. Students will understand different strands of revolutionary trends in India's Freedom struggle.

CO4. Students will understand the history of making of India's constitution.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	–	2	1
CO2	2	3	2	3	2
CO3	2	3	–	3	2
CO4	3	3	2	3	3

**SEMESTER 2:****COURSES:****1. Major mandatory 3 (4 Credits): History of India 550 – 1206 AD****Course Outcome:**

CO1. Students will learn to analyze transition of Indian Society.

CO2. Students will be able to delineate changes in the realm of polity and culture

CO3. Students will get knowledge of administration, art and architecture of south India

CO4. Students will understand society and religion of medieval India.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	–	2	2
CO2	3	3	–	3	2

CO3	3	3	–	2	1
CO4	3	3	–	2	2

## 2. Major mandatory 4 (2 Credits) : Understanding Heritage

### Course Outcome:

CO1. Students will be able to assess the core concepts of heritage conservation and management.

CO2. Students will be able to examine contemporary stakeholders shaping the heritage tourism of India.

### CO-PO MAPPING TABLE:

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	–	3	2
CO2	2	3	–	3	2

## 3. VSC-Vocational Skill Course (2 Credits) : Museums in India

### Course Outcome:

CO1.Students will be equipped with practical knowledge of museology along with its theory..

CO2. Students will become aware of heritage preservation and its institutional methods.

### CO-PO MAPPING TABLE:

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	–	2	1
CO2	3	3	–	2	1

## 4. Minor (2 Credits) : Idea of Bharat

### Course Outcome:

CO1. Students will understand the concept of Bharatvarsh, Akhand Bharat and its geography.

CO2. Acquire knowledge of India's cultural roots and ancient Indian philosophy

### CO-PO MAPPING TABLE:

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	1	–	1	–
CO2	3	2	–	2	1

## 5. OE 2 – Open Elective (4 Credits): Independent India- 1948-2010 AD

### Course Outcome:

CO1. Students will understand making of India's constitution and know its salient features.

CO2. Students will know the new economic initiatives propagated in independent India.

CO3. Students will be able to critically analyze the international relations of India with its neighbours.

CO4. Students will be able to analyze development of democratic culture in the princely states.

### CO-PO MAPPING TABLE:

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	–	2	2
CO2	2	3	–	3	2
CO3	2	2	3	3	3
CO4	3	3	–	3	2

**SEMESTER 3:**  
**COURSES:**

**6. Major mandatory 5 (4 Credits): History of Medieval India 1206 to 1526 AD.**

**Course Outcome:**

CO1: Students will know the literary sources of Sultanate period and the efforts of establishing power.

CO2: The students will acquire knowledge of administrative and other policies.

CO3: The students will analyze the development of medieval Indian history

CO4: The students will know about the Vijaynagar empire and southern powers.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	-	1	2
CO2	3	3	-	2	2
CO3	2	3	2	3	3
CO4	3	2	-	2	2

**7. Major mandatory 6 (2 Credits) : Art and Architecture of Ancient India**

**Course Outcome:**

CO1: The students acquire knowledge of the origin and development of Indian Art and Architecture. They will understand the significance of Art and Architecture in India.

CO2: The learner will know the various schools of ancient Indian Art and Architecture. This course will generate employment opportunities for the students as guides in Tourism industry.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	–	2	2
CO2	2	2	–	2	1

**8. VSC 3-Vocational Skill Course (2 Credits) : Cultural heritage of India**

**Course Outcome:**

CO1: Students will come to know the Indian culture. The student will also understand their cultural roots.

CO2: Students will examine the origin of Indian Culture. They will know about the layers of culture in India.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	–	2	1
CO2	3	2	–	2	–

**9. Minor 2 (4 Credits): History of Marathas : 1630 to 1761 A.D**

**Course Outcome:**

CO1: Students will know the regional history of the country

CO2: It will enable the students to understand the inspirations behind the foundation of Maratha rule.  
 CO3: The students will examine the information about the leadership and expeditions of the Marathas.  
 CO4: The students will understand and analyze the policy of Maratha expansionism under Peshwas and its significance.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	–	2	1
CO2	3	3	–	2	2
CO3	2	3	–	2	2
CO4	2	2	–	3	3

**10.OE 3 – Open Elective (2 Credits):Social Reformers in Modern Maharashtra (19th to 20th Century)**

**Course Outcome:**

CO1: Students will learn about the ideological and social contribution of the great reformers.  
 CO2: The students will be able to analyse the circumstances of the changing Maharashtra in 19th & 20th C.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	–	2	3
CO2	2	3	–	3	3

**SEMESTER 4:**

**COURSES:**

**6. Major mandatory 7 (4 Credits): History of medieval India 1526 – 1707AD**

**Course Outcome:**

CO1: Students will be able to identify the significant political development in the history of India.  
 CO2: The students will know the various Mughal policies.  
 CO3: The students will learn about the various developments during Mughal period.  
 CO4: The students will know the transitional changes during the period.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	–	3	2
CO2	3	3	–	2	2
CO3	2	3	–	2	3
CO4	2	3	–	3	2

## 7. Major mandatory 8 (2 Credits): Art and Architecture in medieval India.

### Course Outcome:

CO1: Students will understand the cultural history through the study of forms, techniques and growth of Indian art and architecture.

CO2: Students will know the regional art and architecture. They will be able to identify the various styles of art and architecture of Sultanate and Mughal period.

### CO-PO MAPPING TABLE:

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	–	2	2
CO2	3	2	–	2	1

## 8. Vocational Skill Course (2 credits): Cultural heritage of India

### Course outcome:

CO1. The student will come to know the Indian culture. The student will also understand their cultural roots.

CO2. They will examine the origin of Indian culture. The student will know about the layers of culture in India.

### CO-PO MAPPING TABLE:

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	–	2	1
CO2	3	2	–	2	1

## 9. Minor 3 (4 Credits) : History of India: 1757 to 1885 A.D

### Course Outcome:

CO1: Students will learn about the colonial policies towards Indian states.

CO2: The students will examine the causes and consequences of the revolt of 1857.

CO3: Students will understand the change of power and know about socio-religious, tribal and peasants movements.

CO4: The students will learn the constitutional developments during British rule.

### CO-PO MAPPING TABLE:

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	–	2	1
CO2	3	3	–	2	2
CO3	2	3	–	3	3
CO4	3	2	–	3	2

## 10.OE 4 – Open Elective (4 Credits): Constitutional History of India: 1773 to 1947 A.D.

### Course Outcome:

CO1. Students will understand the constitutional development of India during the British rule.

CO2. The students will understand the development of democratic institutions in India.



**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	–	3	2
CO2	2	3	–	3	2

**6. 'FIELD PROJECT/COMMUNITY ENGAGEMENT PROJECT: Semester 3 and 4****Course Outcomes :**

**CO1:** Student will be able to explain the profile of the institute/company/industry where the Field Project/Community Engagement Project/internship/Apprenticeship has been carried out  
OR

Student will be able to describe the need for objective of undertaking the field project.

**CO2:** The student will be able to assess its Strengths, Weakness, Opportunities and Challenges (SWOC).  
OR

Student will be able to list the outcomes of the Field Project

**CO3:** Student will be able to determine the challenges and future potential of Field Project/internship  
OR

Student will be able to describe the profile of respondents/zomumunity involved in the Tend Project' or 'Community Engagement Project

**CO4:** Student will be able to correlate theoretical classroom learning and its application in practical situations by accomplishing the tasks undertaken dunng Internship/Apprenticeship, Held Project or Community Engagement Project

**CO5:** Student will be able to apply various soft skills such as time management, positive attitude, and communication skills, scientific temperament during internship/apprenticeship/FP/CEP.

**CO6:** Student will be able to suggest improvements in processes/systems based on his experiences during Internship/apprenticeship/FP/CEP.

**CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	2	2	–	2	2
CO2	–	2	–	3	2
CO3	3	2	–	3	2
CO4	–	–	–	3	3
CO5	–	–	–	–	3
CO6	6	2	–	3	3

**B.A SEMESTER 5 AND 6 (CBCS)****PROGRAM OUTCOMES OF B.A (THREE YEAR PROGRAM):**

PO1. Integrate student's learning across all facets of their lives.

PO2. Analyse critically and imaginatively. Develop skills of critical analysis and interpretation.

PO3. Communicate effectively.

PO4. Understand the ethical implications of ideas, communications and actions.

PO5. Appear in competitive examinations.

## **SEMESTER 5 COURSE: WORLD HISTORY 1789-1920 A.D**

### **COURSE OUTCOMES:**

CO1. Introduction to landmark events in World history.

CO2. Understand policy of imperialism and changes in world political order.

CO3. Emergence of State of Germany and its diplomatic policy.

CO4. Critically analyse background of First World War and international peace making attempts that followed.

### **CO-PO MAPPING TABLE:**

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	-	2
CO2	3	3	2	2	2
CO3	2	2	2	-	2
CO4	3	3	3	2	3

## **SYLLABUS: WORLD HISTORY 1789-1920 A.D**

### **Unit: 1**

- a. French Revolution
- b. European Colonialism of Asia and Africa
- c. Causes and consequences of Imperialism

### **Unit: 2**

- a. Sino-Japanese War of 1894-1895
- b. Russo – Japanese War of 1904-1905
- c. Chinese Revolution of 1911

### **Unit: 3**

- a. Foreign Policy of Bismark and Kaiser Willium - II
- b. Causes of the First World War
- c. Treaty of Versailles

### **Unit: 4**

- a. League of Nations - Structure
- b. League of nations – Achievements and failures
- c. Russian Revolution of 1917

## **SEMESTER 6 COURSE: MODERN WORLD 1920- 1960 A.D**

### **COURSE OUTCOMES:**

CO1. Analyse causes for the rise of dictatorship in Europe.

CO2. Understand international crisis; inter world war period politics and events leading to Second World War and its aftermath.

CO3. Understand world politics after World War and attempts to restore World peace.

CO4. Introduction to political shifts in West Asia.

## CO-PO MAPPING TABLE:

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	–	2
CO2	3	3	3	2	3
CO3	3	3	3	2	3
CO4	2	2	2	2	2

### SYLLABUS: MODERN WORLD 1920- 1960 A.D

#### Unit : 1

- a. Soviet Russia – Five Year Plans
- b. Hitler – Foreign Policy
- c. Mussolini – Foreign Policy

#### Unit : 2

- a. Sino-Japanese War of 1937-39
- b. Causes of the Second World War
- c. U.N.O. – Structure, Achievements

#### Unit : 3

- a. Cold War
- b. NATO, SEATO, Warsaw Pact
- c. Decolonisation of Asia

#### Unit : 4

- a. Establishment of Israel
- b. Non Alignment
- c. Suez Crisis

## **DEPARTMENT OF SANSKRIT**

### **B.A Sem - I, II, III, IV**

#### **Sanskrit and Sanskrit Literature Major, OE, AEC, SEC, IKS & Minor**

Sanskrit program, covering Semesters I to IV. The POs are broader statements that encompass the skills, knowledge, and attributes students are expected to achieve by the end of the program.

#### **Program Outcomes (POs) for B.A. in Sanskrit**

Upon successful completion of the B.A. in Sanskrit program, students will be able to:

- **PO1: Foundational Knowledge of Sanskrit and Ancient Indian Traditions:** Demonstrate a comprehensive understanding of ancient Indian history, philosophy, literature, and the fundamental principles of the Sanskrit language.
- **PO2: Linguistic Proficiency in Sanskrit:** Attain a high level of proficiency in Sanskrit grammar, enabling accurate sentence construction, comprehension of texts, and effective oral communication, thereby achieving perfection in the language.
- **PO3: Critical Appreciation of Sanskrit Literature and Poetics:** Develop a nuanced understanding of Sanskrit literary forms, figures of speech (Alankaras), and the theory of suggestion (Dhwani), fostering a deeper appreciation for the aesthetic and philosophical dimensions of Sanskrit literature.
- **PO4: Interdisciplinary Understanding of Sanskrit's Relevance:** Recognize and articulate the multi-disciplinary relevance of Sanskrit literature across various fields, including grammar, philosophy, history, and other knowledge systems.
- **PO5: Application of Sanskrit for Value Inculcation and Ethical Reasoning:** Extract and apply moral and ethical principles from Sanskrit literature, such as the Panchatantra stories and Subhashitani, to personal and societal contexts, promoting a strong sense of values and duties.
- **PO6: Awareness of Traditional Indian Knowledge Systems:** Acquire basic concepts and appreciation for ancient Indian knowledge systems, including Yogashastra, Vastushastra, and Astrology, recognizing their historical and cultural significance.
- **PO7: Enhanced Communication and Pronunciation Skills:** Improve pronunciation accuracy, fluency, and confidence in speaking Sanskrit, leading to clearer and more effective communication in the language.
- **PO8: Practical Application and Engagement with Sanskrit:** Engage in practical application of Sanskrit through activities like sentence making and hands-on training, fostering a deeper interest and inclination towards the subject.
- **PO9: Deep Dive into Classical Sanskrit Literature:** Conduct in-depth study and analysis of the works and philosophy of prominent Sanskrit literary figures like Kavikulaguru Kalidasa, demonstrating advanced comprehension and critical thinking.

#### **Course Outcomes**

**Class - B.A Sem – I**

**Subject-** Major- Sanskrit Literature (Paper- I)

Develop a basic concept of ancient Indian History, Philosophy and Literature.

**Subject-** Major- Sanskrit Literature (Paper- II)

1) Appropriate, Adequate & Reasonable understanding of multi-disciplinary relevance of literature of Sanskrit like Grammar.2) Grammar is very important part of this language for the making of sentences, to know appropriate meaning of texts, oral communication and perfection.

**Subject- Open Elective**

To know various knowledge through the stories of Panchatantra. Increase interest and inclination knowledge of the subject.

**Subject- VSC**

Develop a basic concept of ancient Indian Yogashastra.

**Subject- SEC**

1. Improved Pronunciation Accuracy: Develop clearer and more natural-sounding speech by mastering individual sounds, intonation, and rhythm.
2. Enhanced Confidence: Speaking Sanskrit with increased confidence, reducing anxiety and self-consciousness about pronunciation.
3. Increased Fluency: Practice tongue twisters, phrases, and conversations to improve fluency and smoothness in speech.
4. Better Communication: Develop effective communication skills, enabling clearer expression of ideas and thoughts.

**Subject- IKS**

Appropriate, Adequate & Reasonable understanding of Sanskrit Subhashitani. The morals from Sanskrit literature.

**Class - B.A Sem – II**

**Subject- Major- Sanskrit Literature (Paper- I)**

1) Appropriate, Adequate & Reasonable understanding of multi-disciplinary relevance of literature of Sanskrit and Sanskrit Grammar.2) Grammar is very important part of this language for the making of sentences, to know appropriate meaning of texts, oral communication and perfection.

**Subject- Major- Sanskrit Literature (Paper- II)**

Appropriate, Adequate & Reasonable understanding of Alankaras, Dvani.

**Subject- Minor (Sanskrit Language)**

Developing the morals and ethics and Increase interest and inclination knowledge of the subject.

**Subject- Open Elective**

To know various knowledge through the stories of Panchatantra. Increase interest and inclination knowledge of the subject.

**Subject- VSC**

Develop a basic concept of ancient Indian Astrology.

**Subject- SEC**

Develop a basic concept Sentence making.

**Subject- AEC**

Appropriate, Adequate & Reasonable understanding of multi-disciplinary relevance Sanskrit Grammar.

**Class - B.A Sem – III**

**Subject- Major- Sanskrit Literature (Paper- I)**

Deep study of Kavikulguru Kalidas & his Philosophy and Literature.

**Subject- Major- Sanskrit Literature (Paper- II)**

Deep study of Kavikulguru Kalidas & his Philosophy and Literature.

**Subject- Open Elective**

To know various and basic morals & duties through the Dharmashastya

**Subject- VSC**

Develop a basic concept of ancient Indian Vastushastra.

**Subject- Minor (Sanskrit Language)**

Developing the morals and ethics and Increase interest and inclination knowledge of the subject.

Deep study of Kavikulguru Kalidas & his Philosophy and Literature.

**Subject- AEC**

Appropriate, Adequate & Reasonable understanding of multi-disciplinary relevance Sanskrit Grammar. Sentence Making.

**Subject- FP**

Practical knowledge & hands on training.

**Class - B.A Sem – IV****Subject- Major- Sanskrit Literature (Paper- I)**

1) Appropriate, Adequate & Reasonable understanding of multi-disciplinary relevance of literature of Sanskrit and Sanskrit Grammar.2) Grammar is very important part of this language for the making of sentences, to know appropriate meaning of texts, oral communication and perfection.

**Subject- Major- Sanskrit Literature (Paper- II)**

Appropriate, Adequate & Reasonable understanding of Alankaras, Dvani.

**Subject- Minor (Sanskrit Language)**

Developing the morals and ethics and Increase interest and inclination knowledge of the subject.

**Subject- Open Elective**

To know various knowledge through the stories of Panchatantra. Increase interest and inclination knowledge of the subject.

**Subject- VSC**

Develop a basic concept of ancient Indian Astrology.

**Subject- SEC**

Develop a basic concept Sentence making.

**Subject- AEC**

Appropriate, Adequate & Reasonable understanding of multi-disciplinary relevance Sanskrit Grammar.

Here is the mapping matrix between the Course Outcomes (COs) and Program Outcomes (POs) for the B.A. in Sanskrit program across Semesters I to IV.

In this matrix, an 'X' indicates that the specific Course Outcome (row) contributes to achieving the respective Program Outcome (column).

**PO-CO Mapping Matrix: B.A. Sanskrit Program**

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
<b>B.A. Sem – I</b>									
CO1.1 (Major-I: Ancient Indian History, Philosophy, Literature)	X								
CO1.2 (Major-II: Multi-disciplinary relevance of Sanskrit, Grammar)				X					
CO1.3 (Major-II: Grammar, sentences, meaning, communication, perfection)		X							



Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1.4 (Open Elective: Panchatantra stories, knowledge, interest)					X				
CO1.5 (VSC: Ancient Indian Yogashastra)						X			
CO1.6 (SEC: Pronunciation Accuracy)							X		
CO1.7 (SEC: Enhanced Confidence)							X		
CO1.8 (SEC: Increased Fluency)							X		
CO1.9 (SEC: Better Communication)							X		
CO1.10 (IKS: Sanskrit Subhashitani, morals)					X				
<b>B.A. Sem – II</b>									
CO2.1 (Major-I: Multi-disciplinary relevance of Sanskrit, Grammar)				X					
CO2.2 (Major-I: Grammar, sentences, meaning, communication, perfection)		X							
CO2.3 (Major-II: Alankaras, Dhvani)			X						
CO2.4 (Minor: Morals and ethics, interest)					X				
CO2.5 (Open Elective: Panchatantra, knowledge, interest)					X				
CO2.6 (VSC: Ancient Indian Astrology)						X			
CO2.7 (SEC: Basic concept Sentence making)		X						X	
CO2.8 (AEC: Multi-disciplinary relevance Sanskrit Grammar)				X					

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
<b>B.A. Sem – III</b>									
CO3.1 (Major-I: Kalidas & his Philosophy and Literature)									X
CO3.2 (Major-II: Kalidas & his Philosophy and Literature)									X
CO3.3 (Open Elective: Dharmashastya, morals & duties)					X				
CO3.4 (VSC: Ancient Indian Vastushastra)						X			
CO3.5 (Minor: Morals and ethics, interest)					X				
CO3.6 (Minor: Kalidas & his Philosophy and Literature)									X
CO3.7 (AEC: Multi-disciplinary relevance Sanskrit Grammar, Sentence Making)		X		X				X	
CO3.8 (FP: Practical knowledge & hands on training)								X	
<b>B.A. Sem – IV</b>									
CO4.1 (Major-I: Multi-disciplinary relevance of Sanskrit, Grammar)				X					
CO4.2 (Major-I: Grammar, sentences, meaning, communication, perfection)		X							
CO4.3 (Major-II: Alankaras, Dhvani)			X						
CO4.4 (Minor: Morals and ethics, interest)					X				
CO4.5 (Open Elective: Panchatantra, knowledge, interest)					X				

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO4.6 (VSC: Ancient Indian Astrology)						X			
CO4.7 (SEC: Basic concept Sentence making)		X						X	
CO4.8 (AEC: Multi-disciplinary relevance Sanskrit Grammar)				X					

## DEPARTMENT OF MARATHI B.A. Program Outcome

1. Linguistic Proficiency : Students develop a strong command of the Marathi language including grammar, phonetics, word formation, writing conventions, and orthography.
2. Literary Knowledge and Appreciation : Students understand and appreciate various literary forms such as drama, poetry, autobiography, novel, and short stories along with their structure, themes, and historical background.
3. Creative and Critical Thinking : Students build analytical and interpretative skills to critically evaluate literary works and develop independent, creative perspectives.
4. Communication and Presentation Skills : The program fosters effective verbal and written communication through practice in speech, reading, debating, interviewing, and media writing
5. Research and Editing Skills : Students gain hands-on experience in print research, editing, proofreading, and understanding the book production and publication process.
6. Social and Cultural Awareness : Students explore social, regional, and cultural dimensions through the study of folk traditions, social narratives, gender studies, and the role of literature in social transformation
7. Personality Development : Through linguistic expression, literature, theatre, and performance-based activities, students develop confidence, articulation, and overall personality.
8. Balanced Understanding of Traditional and Modern Literary Thought : Students engage with both classical literary concepts (Rasa theory, Moksha, Dharma) and contemporary trends (post-1960 literature, modern poetry and prose).
9. Preparation for Higher Studies and Careers : Students are equipped with the knowledge and skills required for careers in teaching, journalism, editing, authorship, media, and for pursuing higher studies (M.A., Ph.D.).
10. Mother Tongue and National Language Integration : The program enhances the ability to use the Marathi language meaningfully in personal, academic, and professional contexts while appreciating the value of the mother tongue.

**Mapping Matrix: B. A. Sem - I, Marathi Literature Mejoor T-1 (Vangmay Prakaraca Aabyas : Natak)**

### Mapping Scale:

- **1 (Low/Slight):** The CO has a minor contribution to the PO.

- **2 (Medium/Moderate):** The CO has a significant contribution to the PO.
- **3 (High/Substantial):** The CO is directly and strongly aligned with the PO.

**Blank or 0:** No correlation

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	2					2	1	2
<b>CO2</b>	1	3	2					1	1	2
<b>CO3</b>	1	3	2	1		3	1	2	1	3
<b>CO4</b>	2	3	3			2		3	1	2
<b>CO5</b>	2	3	3			2		3	1	2
<b>CO6</b>	2	2	3	1		3	1	2	1	2

#### Justification for Mapping:

- **CO1 (Understand concept and nature of drama):** Directly contributes to **PO2** (Literary Knowledge) as drama is a literary form. It also requires some **PO1** (Linguistic Proficiency) to understand the concept in Marathi. It initiates **PO3** (Critical Thinking) by conceptual understanding and touches upon **PO8** (Traditional/Modern Literary Thought) as drama has historical development. Some basic preparation for **PO9** and **PO10** (Mother Tongue) as it's Marathi drama.
- **CO2 (Elements of drama):** Similar to CO1, it's strongly tied to **PO2** (Literary Knowledge) as it details the components of the form. **PO1** (Linguistic Proficiency) for understanding terminology. **PO3** (Critical Thinking) is involved in recognizing and analyzing these elements.
- **CO3 (Explore and evaluate Marathi theatre):** High correlation with **PO2** (Literary Knowledge and Appreciation) and **PO6** (Social and Cultural Awareness) due to the specific focus on "Marathi theatre" and its contribution. It involves **PO3** (Critical Thinking) for evaluation. Since it's Marathi theatre, **PO10** (Mother Tongue) is highly relevant. **PO4** (Communication) might be involved if evaluations are presented. **PO7** (Personality Development) as theatre engagement can enhance it.
- **CO4 (Study and analyze 'Natsamrat' plot and characters):** Strongest connection to **PO2** (Literary Knowledge) and **PO3** (Creative and Critical Thinking) through in-depth analysis. **PO1** (Linguistic Proficiency) is crucial for deep reading. **PO6** (Social and Cultural Awareness) and **PO8** (Traditional/Modern Literary Thought) are addressed as 'Natsamrat' has significant social and historical context within Marathi literature. **PO10** (Mother Tongue) is inherent.
- **CO5 (Critically evaluate 'Natsamrat' premise, content, tragedy):** Highest correlation with **PO3** (Creative and Critical Thinking) due to the critical evaluation aspect. Also strongly linked to **PO2** (Literary Knowledge). **PO6** (Social and Cultural Awareness) and **PO8** (Balanced Understanding) are also key as the play's content and tragedy are rooted in social and literary thought. **PO1** and **PO10** are important for understanding the Marathi text.

- **CO6 (Explain social relevance of 'Natsamrat'):** Primarily aligns with **PO6** (Social and Cultural Awareness) and **PO3** (Creative and Critical Thinking). Also contributes to **PO2** (Literary Knowledge) and **PO8** (Balanced Understanding) by interpreting the social meaning within the literary context. **PO1** (Linguistic Proficiency) and **PO4** (Communication Skills) for explaining the meaning, and **PO10** (Mother Tongue) due to the Marathi context. **PO7** (Personality Development) can be enhanced through articulating social insights.

#### Mapping Matrix: Sem - I, Marathi Literature Mevor T-2 (Sahityavichar)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	2	3	2					3	2	2
<b>CO2</b>	1	3	1					3	1	2
<b>CO3</b>	2	3	3	1		1		3	2	2
<b>CO4</b>	2	3	3					3	2	2
<b>CO5</b>	3	1	1			2		1	2	3
<b>CO6</b>	2	3	3	1		1		3	2	2

#### Justification for Mapping:

- **CO1 (Understanding the nature of literature):** This is foundational to literary studies, hence a strong link to **PO2** (Literary Knowledge and Appreciation) and **PO8** (Balanced Understanding of Traditional and Modern Literary Thought). It requires and enhances **PO1** (Linguistic Proficiency) to grasp abstract concepts. Also, it's a fundamental step for **PO3** (Creative and Critical Thinking) and preparing students for **PO9** (Higher Studies/Careers). Relevant for **PO10** as it's about Marathi literature.
- **CO2 (To acquire classical and fine literature):** Directly related to **PO2** (Literary Knowledge and Appreciation) and **PO8** (Balanced Understanding of Traditional and Modern Literary Thought) by focusing on specific types of literature. Requires some **PO1** (Linguistic Proficiency) and sets groundwork for **PO10**.
- **CO3 (To show the relationship between the form and purpose of literature):** This involves analytical thinking, so strong ties to **PO3** (Creative and Critical Thinking) and **PO2** (Literary Knowledge). It's also central to **PO8** (Balanced Understanding). **PO1** (Linguistic Proficiency) is needed to articulate these relationships. Could have minor links to **PO6** (Social Awareness) if the purpose relates to social impact, and **PO9** for academic analysis. **PO10** is relevant as it's about Marathi literature.
- **CO4 (Understanding the nature of innovation in literature):** This directly addresses contemporary trends and critical analysis, making it highly relevant for **PO3** (Creative and Critical Thinking), **PO2** (Literary Knowledge), and **PO8** (Balanced Understanding of Traditional and Modern Literary Thought). **PO1** (Linguistic Proficiency) is essential for comprehending innovative language.

- **CO5 (To describe the influence of business, science and fine literature on language):** This CO directly links literature and broader societal aspects to language, making it highly relevant to **PO1** (Linguistic Proficiency) as it explores how language is shaped. It touches on **PO6** (Social and Cultural Awareness) by showing interdisciplinary influences and **PO9** (Preparation for Careers) by understanding real-world connections. It's indirectly related to **PO2** and **PO8** by providing context to literary development. Strong connection to **PO10** as it's about the Marathi language.
- **CO6 (Studying the process of tasting):** This refers to the aesthetic appreciation and critical evaluation of literature. Therefore, it's strongly aligned with **PO2** (Literary Knowledge and Appreciation) and **PO3** (Creative and Critical Thinking). It's also fundamental to **PO8** (Balanced Understanding of Literary Thought) as "tasting" is a core concept in literary theory (often referring to *Rasa* or aesthetic experience). **PO1** (Linguistic Proficiency) is required for this subtle understanding. **PO4** might be involved if students articulate their "tasting" experience. **PO9** is relevant for developing deeper critical skills. **PO10** for Marathi literary tasting.

#### Mapping Matrix : Sem - I, Marathi Literature VSC (Mudritshodhan : Koshasy ani Vyavsay)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	2		1		3				2	1
<b>CO2</b>	3		1	1	2				2	3
<b>CO3</b>	3		1	1	2				2	3
<b>CO4</b>	1				3				2	
<b>CO5</b>	1				3				2	
<b>CO6</b>	1				2				2	

#### Justification for Mapping:

- **CO1 (Understand print research concept):** This directly aligns with **PO5** (Research and Editing Skills) as print research is a core component. It builds **PO1** (Linguistic Proficiency) as it involves understanding text, and **PO3** (Critical Thinking) for grasping the concept. It's a foundational skill for **PO9** (Higher Studies and Careers) in publishing/media. Relevant for **PO10** in the context of Marathi print.
- **CO2 (Apply Marathi writing rules) & CO3 (Understand correct Marathi spelling):** These are direct and strong contributions to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue and National Language Integration) as they focus on the practical application of Marathi language rules. They are also crucial for **PO5** (Research and Editing Skills) and **PO9** (Higher Studies and Careers) particularly in roles like editing, journalism, or content creation. Minor link to **PO4** (Communication) as correct writing improves communication.
- **CO4 (Recognize printmaking techniques and symbols):** This is a direct practical skill related to **PO5** (Research and Editing Skills), specifically proofreading and understanding publication. It's also relevant for **PO9** (Higher Studies and Careers) in the printing/publishing industry.

- **CO5 (Comprehend and describe printing process):** Another direct link to **PO5** (Research and Editing Skills) as it provides a comprehensive understanding of the book production process. This knowledge is valuable for **PO9** (Higher Studies and Careers) in publishing, media, or any related field.
- **CO6 (Learn about aspects of coinage):** Assuming "coinage" refers to specialized aspects of printing, publishing, or related fields rather than literal currency: this would contribute to **PO5** (Research and Editing Skills) by expanding knowledge of the field and **PO9** (Higher Studies and Careers) by offering insight into specific areas. If it's about the technical aspects of text or information reproduction, it could indirectly support **PO1** or **PO10**. However, if it literally means monetary coinage, its connection to the overall Marathi Literature program outcomes would be very weak, making it an outlier. For this mapping, I've assumed a connection to the broader "print and publishing industry" implied by the subject name.

### Mapping Matrix : Sem I Vidharbhachi loksansruti IKS

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	2	1			3		2	1	2
<b>CO2</b>	1	2	1			3		2	1	2
<b>CO3</b>	1	3	1			2		3	1	3
<b>CO4</b>	1	2	1			3		1		2
<b>CO5</b>	1	2	2			3		1		2
<b>CO6</b>	1	2	2			3		1		2

### Justification for Mapping:

- **CO1 & CO2 (History and Nature of Vidarbha's Folk Culture):** Directly contribute to **PO6** (Social and Cultural Awareness) by focusing on regional culture. They also enhance **PO2** (Literary Knowledge and Appreciation) by providing cultural context to literature, and **PO8** (Balanced Understanding) by delving into traditional aspects. Minor contribution to **PO1** (Linguistic Proficiency) as understanding concepts requires language, and **PO10** (Mother Tongue) as it's specific to Vidarbha.
- **CO3 (History of Ancient Literature and Culture of Vidarbha):** Strong links to **PO2** (Literary Knowledge and Appreciation) and **PO8** (Balanced Understanding of Traditional and Modern Literary Thought) by focusing on historical literary context. Also highly relevant for **PO6** (Social and Cultural Awareness) and **PO10** (Mother Tongue) due to its regional and linguistic specificity.
- **CO4, CO5, & CO6 (Indigenous Folk Art, Cultural & Regional Characteristics of Vaidarbhya Folk Art):** These primarily align with **PO6** (Social and Cultural Awareness) by exploring specific regional art forms and their characteristics. They contribute to **PO2** (Literary Knowledge) as folk art often intertwines with oral traditions and literature. Also relevant for **PO10** (Mother Tongue) as these are indigenous art forms. Some **PO3** (Critical Thinking) is involved in understanding characteristics.



## Mapping Matrix: Sem - I, Marathi Literature OE (Bhashadnyan Va Bhashyakoshlya)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3		1						1	3
<b>CO2</b>	3	1							1	3
<b>CO3</b>	3	1					2		2	3
<b>CO4</b>			1	3			2		2	1
<b>CO5</b>			1	3			2		2	1
<b>CO6</b>	2		1	3	1		2		2	2

### Justification for Mapping:

- **CO1 (Understand word formation, etc.):** This is a core linguistic concept, directly contributing to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue) for Marathi. It also aids **PO9** (Higher Studies/Careers) by building foundational linguistic knowledge.
- **CO2 (Marathi language knowledge):** This is a direct and fundamental contribution to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). It provides the basis for other POs.
- **CO3 (Perfect understanding of Marathi language):** This is about enhancing proficiency, directly supporting **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). It also contributes to **PO7** (Personality Development) as strong language skills build confidence, and **PO9** (Higher Studies/Careers) as improved language skills are essential across professions.
- **CO4 (Assessing communication skills) & CO5 (Understanding speech and communication skills):** These are directly aligned with **PO4** (Communication and Presentation Skills). They also foster **PO7** (Personality Development) by building awareness of communication, and prepare students for various **PO9** (Higher Studies/Careers) where communication is key. Minor link to **PO3** (Critical Thinking) for assessment.
- **CO6 (Understanding writing skills):** This directly supports **PO4** (Communication and Presentation Skills) by focusing on written communication. It also significantly contributes to **PO1** (Linguistic Proficiency) for correct writing, and aids **PO5** (Research and Editing Skills) and **PO9** (Higher Studies/Careers) for professional writing. It also builds **PO7** (Personality Development) through effective expression. Relevant for **PO10** as it pertains to Marathi writing.

## Mapping Matrix: Sem - I, Marathi Literature SEC (Bhashik Vangmayin Vyaktimatva Vikas Bhag 1)

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
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(CO)										
<b>CO1</b>			1				3		1	
<b>CO2</b>			1				3		1	
<b>CO3</b>	2	2	2	1		2	3	1	1	2
<b>CO4</b>	2		1	1		1	3		1	3
<b>CO5</b>			1				3		1	
<b>CO6</b>	2		1	1		1	3		1	1

### Justification for Mapping:

- **CO1 (Understand concept of personality) & CO2 (Learn components and features):** These are foundational to understanding personality development. They primarily contribute to **PO7** (Personality Development) by laying the conceptual groundwork. They also involve **PO3** (Creative and Critical Thinking) in comprehending abstract concepts and can be broadly relevant for **PO9** (Preparation for Careers) as self-awareness is a professional asset.
- **CO3 (Connection of personality with language, literature, and culture):** This CO is central, linking personality development to the core subjects of the program. It has a strong connection to **PO7** (Personality Development). It also significantly contributes to **PO1** (Linguistic Proficiency) and **PO2** (Literary Knowledge) by showing their impact, and **PO6** (Social and Cultural Awareness) by linking to culture. **PO3** (Critical Thinking) is involved in understanding these complex relationships. **PO4** (Communication) and **PO8** (Balanced Understanding) also have minor relevance. **PO10** (Mother Tongue) is implicitly involved through language and culture.
- **CO4 (Relationship between mother tongue and personality development):** This is highly specific and directly aligns with **PO10** (Mother Tongue and National Language Integration) and **PO7** (Personality Development). It also reinforces **PO1** (Linguistic Proficiency) as it emphasizes the role of the native language. **PO3** (Critical Thinking) is needed for understanding this relationship. Minor link to **PO6** (Social Awareness) as language is a cultural aspect and **PO4** (Communication).
- **CO5 (Important factors of personality development):** This directly supports **PO7** (Personality Development) by delving into practical aspects. It involves **PO3** (Critical Thinking) for understanding these factors and is relevant for **PO9** (Preparation for Careers) as personality is a workplace factor.
- **CO6 (Relationship between non-native language and personality):** Similar to CO4, but extended to other languages. This contributes strongly to **PO7** (Personality Development) and has relevance for **PO1** (Linguistic Proficiency) as it deals with language acquisition. It also fosters **PO6** (Social and Cultural Awareness) by acknowledging linguistic diversity and **PO3** (Critical Thinking) in analyzing complex relationships. **PO4** (Communication) is a minor link.

**Mapping Matrix: Sem II, Marathi Mejo T 3- Vangmay Prakaraca Abyas Kvita (Sathotary Marathi Kavita 1960 Te 2000)**

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	2					2	1	2
<b>CO2</b>	1	3	2					2	1	2
<b>CO3</b>	1	3	1					2	1	2
<b>CO4</b>	2	3	3			2		3	2	3
<b>CO5</b>	2	3	3			2		3	2	2
<b>CO6</b>	3	3	2			1		2	2	3

### Justification for Mapping:

- **CO1, CO2, CO3 (Poetry fundamentals, elements, forms):** Primarily target **PO2** (Literary Knowledge and Appreciation). They also contribute to **PO1** (Linguistic Proficiency) as understanding poetry requires deep language engagement, and **PO3** (Creative and Critical Thinking) for analysis. They lay groundwork for **PO8** (Balanced Understanding of Literary Thought) and are specific to **PO10** (Mother Tongue).
- **CO4 (Studying post-1960s Marathi poetry):** This is a strong alignment with **PO2** (Literary Knowledge) and specifically **PO8** (Balanced Understanding of Traditional and Modern Literary Thought). It involves **PO3** (Creative and Critical Thinking) for analysis and **PO6** (Social and Cultural Awareness) as poetry often reflects societal changes. Strong relevance to **PO10** (Mother Tongue) as it's Marathi poetry. Also enhances **PO1**.
- **CO5 (Consulting themes in poems):** Directly relates to **PO2** (Literary Knowledge) and **PO3** (Creative and Critical Thinking) as it involves interpretation. Themes often connect to **PO6** (Social and Cultural Awareness), and the study of themes helps with **PO8** (Balanced Understanding).
- **CO6 (Unraveling vocabulary and imagery):** This is a core aspect of **PO1** (Linguistic Proficiency) and **PO2** (Literary Knowledge). It involves **PO3** (Creative and Critical Thinking) for interpretation and appreciation. Since it's Marathi poetry, it strongly reinforces **PO10** (Mother Tongue).

### Mapping Matrix: Sem - II, Marathi Major T-4 (Bhartiya Kavyashastra Prichay Bhag 1)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	2					3	2	1
<b>CO2</b>	1	3	2					3	2	1
<b>CO3</b>	1	3	2					3	2	1
<b>CO4</b>	1	2	1			2		3	1	1
<b>CO5</b>	1	2	2					3	2	1
<b>CO6</b>	1	2	2					3	2	1

### Justification for Mapping:

- **CO1, CO2, CO3, CO5, CO6 (Poetic body, features, purpose, invention, acquisition of purpose):** These all deeply align with **PO8** (Balanced Understanding of Traditional and Modern Literary Thought) as they cover classical Indian poetic theories. They also significantly contribute to **PO2** (Literary Knowledge and Appreciation) by providing theoretical frameworks and **PO3** (Creative and Critical Thinking) for abstract philosophical understanding. They build **PO1** (Linguistic Proficiency) for terminology and are foundational for **PO9** (Higher Studies/Careers) in literary theory.
- **CO4 (Studying religion, salvation, etc. purposes):** This specifically connects to **PO8** (Balanced Understanding of Traditional and Modern Literary Thought) by delving into classical Indian concepts. It also has a strong link to **PO6** (Social and Cultural Awareness) as religion and salvation are cultural aspects reflected in literature. Also supports **PO2**.

### Mapping Matrix: Sem - II, Marathi VSC & Minor (Mudrit Prasarmadyaman sathi chi Lekhan Koshalya)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	1	1	1	2	1			3	2
<b>CO2</b>	1	1				2			3	3
<b>CO3</b>	2		2	3	2	1	1		3	2
<b>CO4</b>	2		2	3	2	1	1		3	2
<b>CO5</b>	2	2	2	2	1		1	1	3	2
<b>CO6</b>	2	2	2	2	1		1	1	3	2

### Justification for Mapping:

- **CO1 (Nature of print media):** Supports **PO9** (Preparation for Careers) in journalism/media. Also involves understanding media landscape, so minor link to **PO6** (Social Awareness) and **PO4** (Communication). **PO5** (Research/Editing) by defining the scope. **PO10** (Mother Tongue) for Marathi print media.
- **CO2 (Historical journey of Marathi newspapers):** Strong link to **PO9** (Preparation for Careers) in media/journalism, and **PO10** (Mother Tongue) for Marathi context. Also contributes to **PO6** (Social and Cultural Awareness) by understanding media's role in society.
- **CO3 & CO4 (News, report, column, interview, investigative writing):** These are direct applications of **PO4** (Communication and Presentation Skills) and are highly relevant for **PO9** (Preparation for Careers) in journalism/media. They require and enhance **PO1** (Linguistic

Proficiency) and involve **PO3** (Creative and Critical Thinking) for effective writing. Also related to **PO5** (Research/Editing) and **PO10** (Mother Tongue).

- **CO5 & CO6 (Various forms of literary writing, fine prose, reviews):** These directly enhance **PO4** (Communication and Presentation Skills) and **PO9** (Preparation for Careers) in creative writing, journalism, and media. They draw upon **PO1** (Linguistic Proficiency), **PO2** (Literary Knowledge), and **PO3** (Creative and Critical Thinking). Minor connection to **PO8** (Balanced Understanding) for genre awareness and **PO7** (Personality Development) through creative expression.

### Mapping Matrix: Sem - II, Marathi SEC (Bhartiy Vangmayin Vyaktimatva Vikas Bhag 2)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	2	2	1		1	3	1	1	2
<b>CO2</b>	2	3	2	1		1	2	1	2	2
<b>CO3</b>	3	1	1	2			3		2	3
<b>CO4</b>	2	1	1	3			3		2	2
<b>CO5</b>	1		1	3	1		2		3	1
<b>CO6</b>	1		2	3	1	1	2		3	1

#### Justification for Mapping:

- **CO1 (Personality development through literary means):** Directly aligns with **PO7** (Personality Development). It also connects **PO2** (Literary Knowledge) and involves **PO3** (Creative and Critical Thinking) and **PO1** (Linguistic Proficiency).
- **CO2 (Mastery of various literary skills):** Strong connection to **PO2** (Literary Knowledge) and **PO7** (Personality Development). It implies enhanced **PO1** (Linguistic Proficiency) and **PO3** (Creative and Critical Thinking). Also relevant for **PO9** (Higher Studies/Careers) in literary fields.
- **CO3 (Linguistic aspect and personality development):** This is a strong alignment with **PO1** (Linguistic Proficiency) and **PO7** (Personality Development). It contributes to **PO4** (Communication) and **PO10** (Mother Tongue) due to its focus on language. Also relevant for **PO9** (Higher Studies/Careers) by highlighting the importance of language in professional growth.
- **CO4 (Oral acting and recitation skills):** This directly addresses **PO4** (Communication and Presentation Skills) and **PO7** (Personality Development) through performance. It also enhances **PO1** (Linguistic Proficiency) and is relevant for **PO9** (Higher Studies/Careers) in fields like theatre, media, or teaching.
- **CO5 (Skills for audiovisual media) & CO6 (News reading, reporting, interviewing, facilitating discussions):** These are direct and strong contributions to **PO4** (Communication and Presentation

Skills) and **PO9** (Preparation for Higher Studies and Careers) in media. They involve **PO1** (Linguistic Proficiency), **PO3** (Creative and Critical Thinking) for content creation/delivery, and **PO7** (Personality Development) for confidence and public speaking. They also touch upon **PO5** (Research/Editing) for content preparation and **PO6** (Social Awareness) for understanding media's role.

### Mapping Matrix: Sem - II, Marathi OE (Sahitya Vichar Ani Sahitya Koshlya 2)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	2			2		3	1	1
<b>CO2</b>	1	3	2					3	1	1
<b>CO3</b>	3		1	2	2				2	3
<b>CO4</b>	3		1	2		1	1		2	3
<b>CO5</b>	1	3	2					3	1	1
<b>CO6</b>	2	2	2	2	1	1	1	1	2	2

#### Justification for Mapping:

- **CO1 (Taste and social nature of literature):** Strong links to **PO2** (Literary Knowledge and Appreciation), **PO3** (Creative and Critical Thinking), and **PO8** (Balanced Understanding). It also significantly connects to **PO6** (Social and Cultural Awareness) due to the "social nature" aspect.
- **CO2 (Literary expression and genre):** Directly relates to **PO2** (Literary Knowledge) and **PO8** (Balanced Understanding). It involves **PO3** (Creative and Critical Thinking) for conceptual understanding.
- **CO3 (Punctuation and writing conventions):** This is a direct contribution to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). It significantly enhances **PO4** (Communication) for effective written expression and is crucial for **PO5** (Research and Editing Skills). Also important for **PO9** (Higher Studies/Careers) in writing-intensive roles.
- **CO4 (Language skills):** Broadly supports **PO1** (Linguistic Proficiency), **PO4** (Communication and Presentation Skills), and **PO10** (Mother Tongue). It's foundational for many other POs and careers (**PO9**).
- **CO5 (Overall nature of literary thought):** A high-level CO that synthesizes literary concepts, strongly linking to **PO2** (Literary Knowledge) and **PO8** (Balanced Understanding). It requires and develops **PO3** (Creative and Critical Thinking).
- **CO6 (Overall nature of literary skills):** This CO encompasses a range of practical abilities related to literature. It contributes to **PO2** (Literary Knowledge), **PO3** (Creative and Critical Thinking), **PO4** (Communication), **PO1** (Linguistic Proficiency), and **PO9** (Higher Studies/Careers) as it represents practical application. It implies development of **PO7** (Personality Development) and relevance to **PO10** (Mother Tongue).

### Mapping Matrix: Sem - III, Marathi Literature T-5

Subject - Atmchar : Ek Vangmay Prakar (Mazi Janmthep- Vi Da Savarkar)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	2					2	1	2
<b>CO2</b>	1	3	2			1		2	1	2
<b>CO3</b>	1	3	2					2	1	2
<b>CO4</b>	2	3	3			2		2	1	2
<b>CO5</b>	2	3	3			2		3	2	2
<b>CO6</b>	3	3	2		1	1		2	2	3

#### Justification for Mapping:

- CO1, CO2, CO3 (Autobiography concept, history, comparison):** These are foundational for understanding the genre. They primarily align with **PO2** (Literary Knowledge and Appreciation) and **PO8** (Balanced Understanding of Traditional and Modern Literary Thought). They also engage **PO3** (Creative and Critical Thinking) for conceptual analysis and enhance **PO1** (Linguistic Proficiency) for terminology. **PO10** (Mother Tongue) is relevant as it's a Marathi literary form.
- CO4 (Plot and characters of 'My Life Sentence'):** Direct contribution to **PO2** (Literary Knowledge) and **PO3** (Creative and Critical Thinking) through analysis. It also touches on **PO6** (Social and Cultural Awareness) as the work has historical and social context. **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue) are essential for engaging with the Marathi text.
- CO5 (Meaning of 'My Life Sentence'):** Strongly aligns with **PO3** (Creative and Critical Thinking) for interpretation and **PO2** (Literary Knowledge). The meaning often relates to broader historical, social, or philosophical ideas, thus connecting to **PO6** (Social and Cultural Awareness) and **PO8** (Balanced Understanding). It also requires **PO1** (Linguistic Proficiency) for deep comprehension and **PO9** for in-depth literary study.
- CO6 (Narrative style and language style of 'My Life Sentence'):** High correlation with **PO1** (Linguistic Proficiency) and **PO2** (Literary Knowledge) as it involves detailed textual analysis. It also engages **PO3** (Creative and Critical Thinking) for stylistic evaluation and **PO9** for advanced literary analysis. **PO5** (Research and Editing Skills) might be a minor link if stylistic elements relate to writing techniques. Strongly related to **PO10** (Mother Tongue).

### Mapping Matrix: Sem - III, Marathi Literature T-6 (Bhartiy Kavyashastra Parichay)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	2			1		3	2	1
<b>CO2</b>	1	3	2			1		3	2	1
<b>CO3</b>	1	3	2			2		3	1	1
<b>CO4</b>	1	3	2			1		3	2	1
<b>CO5</b>	1	3	2			1		3	2	1
<b>CO6</b>	1	3	2			1		3	2	1

#### Justification for Mapping:

- **CO1-CO6 (Various concepts of Indian Poetics: Rasa, Kavyananda Mimamsa, Compassion, Ritual, Virtue, overall Indian Poetics):** These COs are intrinsically linked to **PO8** (Balanced Understanding of Traditional and Modern Literary Thought) as they cover classical Indian literary theories. They are also highly relevant for **PO2** (Literary Knowledge and Appreciation) as they provide the theoretical framework for understanding literature. **PO3** (Creative and Critical Thinking) is engaged in grasping these complex philosophical concepts. They require **PO1** (Linguistic Proficiency) for understanding the Sanskrit-derived terminology and are crucial for **PO9** (Higher Studies/Careers) in literary theory. They can also touch upon **PO6** (Social and Cultural Awareness) as these concepts are deeply embedded in Indian culture.

### Mapping Matrix: Sem - III, Marathi Literature VSC (Druksravya Madyamansathi Lekhan)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1		1	2		1		1	3	1
<b>CO2</b>	1	1	1	1		2		1	3	3
<b>CO3</b>	2	1	2	3		1	2		3	2
<b>CO4</b>	2	2	2	3		1	2		3	2
<b>CO5</b>	1		1	2		1	1		3	1
<b>CO6</b>	1		2	3		1	2		3	2

#### Justification for Mapping:

- **CO1 (Nature of audiovisual media):** Primarily contributes to **PO9** (Preparation for Higher Studies and Careers) in media. It involves **PO4** (Communication) for understanding how media conveys messages and **PO3** (Critical Thinking) for conceptual understanding. Also relevant for **PO6** (Social Awareness) as media plays a societal role.
- **CO2 (History of audiovisual media in Marathi):** Strong link to **PO9** (Preparation for Careers) in media, and **PO10** (Mother Tongue) for Marathi context. Also contributes to **PO6** (Social and Cultural Awareness) by understanding media's historical role.



- **CO3 (Radio skills):** Direct and strong contribution to **PO4** (Communication and Presentation Skills) and **PO9** (Preparation for Careers) in radio/media. It builds **PO1** (Linguistic Proficiency) for oral communication and **PO3** (Creative and Critical Thinking) for scriptwriting/production. It also helps **PO7** (Personality Development) through practical application.
- **CO4 (Speeches, discussions, interviews, dramas, newsletters):** This CO directly enhances **PO4** (Communication and Presentation Skills) across various forms, and is highly relevant for **PO9** (Preparation for Careers) in media, public speaking, or journalism. It requires **PO1** (Linguistic Proficiency) and develops **PO3** (Creative and Critical Thinking) for content creation. It also benefits **PO7** (Personality Development) through practical engagement. **PO2** (Literary Knowledge) for drama/newsletters.
- **CO5 & CO6 (TV skills, news reports, interviews on TV):** These are direct and strong contributions to **PO4** (Communication and Presentation Skills) and **PO9** (Preparation for Higher Studies and Careers) in television/media. They require **PO1** (Linguistic Proficiency), engage **PO3** (Creative and Critical Thinking) for content delivery, and help develop **PO7** (Personality Development) for public presence.

### Mapping Matrix: Sem - III, Marathi Minor (Marathi Vyakrnabhyas Bhag 1)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3		1						1	3
<b>CO2</b>	3		1						1	3
<b>CO3</b>	3		1						1	3
<b>CO4</b>	3		1						1	3
<b>CO5</b>	3		1						1	3
<b>CO6</b>	3		1			1			1	3

#### Justification for Mapping:

- **CO1-CO5 (Introduction to grammar, characterization, phonetics, vocabulary, nouns):** These are all fundamental to mastering the Marathi language. They contribute directly and strongly to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue and National Language Integration). They also provide foundational knowledge for **PO9** (Higher Studies/Careers) in language-related fields and involve basic **PO3** (Creative and Critical Thinking) for understanding grammatical rules.
- **CO6 (Introducing gender stereotypes):** While the primary focus is grammar, "gender" here likely refers to grammatical gender (पुल्लिंग, स्त्रीलिंग, नपुंसकलिंग). This is a direct contribution to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). If, however, "gender stereotypes" implicitly refers to a social dimension often seen in gender studies, it could have a minor link to **PO6** (Social and Cultural Awareness), but in a grammar context, it's primarily linguistic. Assuming grammatical gender here.

### Mapping Matrix: Sem - III, Marathi OE (Marathi Vyakrnvichar)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3		2						2	3
<b>CO2</b>	3		1	1					2	3
<b>CO3</b>	3		2	2	1		1		3	3
<b>CO4</b>	3	1	3	2	1		1	1	3	3

#### Justification for Mapping:

- **CO1 (Importance of studying grammar):** Directly contributes to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). It involves **PO3** (Creative and Critical Thinking) for understanding the rationale and provides a foundation for **PO9** (Higher Studies/Careers).
- **CO2 (Adjectives, verbs, infinitives):** Fundamental grammatical concepts directly supporting **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). It enhances **PO4** (Communication) and prepares for **PO9** (Higher Studies/Careers).
- **CO3 (Marathi grammar and writing style):** Strong link to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). It significantly enhances **PO4** (Communication and Presentation Skills) for written expression and contributes to **PO5** (Research and Editing Skills) for correct writing. It's crucial for **PO9** (Higher Studies/Careers). Some **PO3** (Critical Thinking) is involved in applying style. **PO7** (Personality Development) through effective writing.
- **CO4 (Experimental thinking, composition, word formation, sentence synthesis):** This CO involves higher-order linguistic and creative skills. It strongly aligns with **PO1** (Linguistic Proficiency), **PO3** (Creative and Critical Thinking), and **PO4** (Communication and Presentation Skills). It is highly relevant for **PO9** (Higher Studies and Careers) in writing, journalism, or content creation. It also touches upon **PO2** (Literary Knowledge) as composition and style are literary aspects, and **PO8** (Balanced Understanding) for exploring linguistic innovation. **PO5** (Research/Editing) and **PO7** (Personality Development) are also impacted.

### Mapping Matrix: Sem - III, Marathi AEC (Marathi Bhashadnyan Ani Aakalan)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	1	1						1	3
<b>CO2</b>	3	1	1						1	3
<b>CO3</b>	3	1	2	1					1	3
<b>CO4</b>	3	1	1	1		1			1	3
<b>CO5</b>	3		1	2	1				1	3
<b>CO6</b>	3	1	1	1			1		1	3

### Justification for Mapping:

- **CO1, CO2, CO3 (Vocabulary, syntactic functions, sentence transformation):** These are core components of language understanding and manipulation. They contribute directly and strongly to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue and National Language Integration). They involve **PO3** (Creative and Critical Thinking) for applying rules and enhancing **PO4** (Communication) for clearer expression. Relevant for **PO9** (Higher Studies/Careers) as fundamental language skills.
- **CO4 (Idioms and proverbs):** This enhances **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue) by focusing on idiomatic expressions. It also provides insight into **PO6** (Social and Cultural Awareness) as idioms reflect culture. It supports **PO2** (Literary Knowledge) as idioms are often used in literature and **PO4** (Communication) for richer expression.
- **CO5 (Punctuation marks):** Direct contribution to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). Essential for **PO4** (Communication) in written form and for **PO5** (Research and Editing Skills) in proofreading. It's a foundational skill for **PO9** (Higher Studies/Careers).
- **CO6 (Knowledge of Marathi language):** This is a broad, overarching CO that encapsulates the overall aim of the subject. It strongly supports **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). It underpins **PO2** (Literary Knowledge) as language is the medium of literature, contributes to **PO4** (Communication), and is fundamental for **PO9** (Higher Studies/Careers).

### Mapping Matrix: Sem - IV, Marathi Lit T-7 (Katha Vangmyprakaraa Aabyas)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	2					2	1	2
<b>CO2</b>	1	3	2			1		2	1	2
<b>CO3</b>	1	3	2					1	1	2
<b>CO4</b>	2	3	2			2		3	1	3
<b>CO5</b>	2	3	3			2		3	2	2
<b>CO6</b>	2	3	3			3		3	2	2

### Justification for Mapping:

- **CO1, CO2, CO3 (Story definition, origin, elements):** These are foundational to literary studies. They primarily align with **PO2** (Literary Knowledge and Appreciation) and contribute to **PO3** (Creative and Critical Thinking) for conceptual analysis. They also touch upon **PO8** (Balanced Understanding) by providing historical and theoretical context. **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue) are essential for engaging with Marathi literary concepts.
- **CO4 (Pre/Post-independence Marathi narrative trajectory):** This strongly aligns with **PO2** (Literary Knowledge) and **PO8** (Balanced Understanding of Traditional and Modern Literary Thought) by tracing historical development. It also connects to **PO6** (Social and Cultural Awareness) as historical periods influence literature. **PO1** and **PO10** are crucial for studying Marathi narratives.

- **CO5 (Themes in 1960s Marathi stories):** Directly contributes to **PO2** (Literary Knowledge) and **PO3** (Creative and Critical Thinking) through thematic analysis. It significantly connects to **PO6** (Social and Cultural Awareness) as themes often reflect societal concerns of the era, and **PO8** (Balanced Understanding) for modern literary trends.
- **CO6 (Characterization and social vision in 1960s Marathi stories):** Strongest links to **PO3** (Creative and Critical Thinking) for analysis and **PO6** (Social and Cultural Awareness) for understanding social reflections in literature. It also significantly contributes to **PO2** (Literary Knowledge) and **PO8** (Balanced Understanding) by providing in-depth insight into post-1960s Marathi stories. **PO1** (Linguistic Proficiency) is essential for nuanced understanding of characterization through language.

### Mapping Matrix: Sem - IV, Marathi Lit T-8 (Marathi Chand-Vrutta :Ek Abhyas)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	2	3	2					3	1	3
<b>CO2</b>	1	3	1			1		3	1	3
<b>CO3</b>	2	3	2			1		3	1	3
<b>CO4</b>	2	3	2					2	1	3
<b>CO5</b>	2	3	2					2	1	3
<b>CO6</b>	3	1	1			1			1	3

#### Justification for Mapping:

- **CO1, CO3, CO4, CO5 (Definition, form, limitations, purpose, identification, types/elements of Marathi rhyme/prosody):** These are core to the study of poetry's technical aspects. They strongly align with **PO1** (Linguistic Proficiency) for understanding the structure of language in poetry, **PO2** (Literary Knowledge and Appreciation) for appreciating poetic form, **PO8** (Balanced Understanding of Traditional and Modern Literary Thought) as prosody is a traditional literary concept, and **PO10** (Mother Tongue) as it's specific to Marathi. **PO3** (Creative and Critical Thinking) is involved in analyzing these elements.
- **CO2 (History of Marathi poetry):** Directly contributes to **PO2** (Literary Knowledge) and **PO8** (Balanced Understanding). It also implicitly links to **PO6** (Social and Cultural Awareness) as poetry history is tied to cultural context, and is relevant for **PO10** (Mother Tongue).

- **CO6 (Classifying the idioms):** If this indeed means classifying idioms (and not a very niche prosodic term), it is a strong contributor to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue). It provides some **PO6** (Social and Cultural Awareness) as idioms reflect culture. Its link to **PO2** (Literary Knowledge) is minor as idioms are language features, not literary forms themselves.

### Mapping Matrix: Sem - IV, Marathi Minor (Marathi Vyakranabyas Bhag 2)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3		1						1	3
<b>CO2</b>	3		1	1					1	3
<b>CO3</b>	3		1						1	3
<b>CO4</b>	3		1	1					1	3
<b>CO5</b>	3		1	1					1	3
<b>CO6</b>	3		1	1					1	3

#### Justification for Mapping:

- **CO1-CO6 (Various grammatical concepts: separation, forms, pronouns, adjectives, verbs, infinitives, word combinations):** These are all core and advanced aspects of Marathi grammar. They directly and strongly contribute to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue and National Language Integration). They involve **PO3** (Creative and Critical Thinking) for understanding and applying complex rules. They also enhance **PO4** (Communication) by improving sentence structure and usage and are crucial for **PO9** (Higher Studies/Careers) in any language-related field.

### Mapping Matrix: Sem - IV, Marathi OE (Marathi Shudhalekhan)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3		1	1	1				2	3
<b>CO2</b>	3		1	1	2				2	3
<b>CO3</b>	3		1	1	2				2	3
<b>CO4</b>	3		1	1	2				2	3

#### Justification for Mapping:

- **CO1, CO2, CO3, CO4 (Linguistic purity, correct spelling, vowel/consonant rules, word-breaking/sandhi rules):** These COs are all fundamental to orthography and correct writing. They directly and substantially contribute to **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue and National Language Integration). They are essential for **PO4** (Communication and Presentation Skills) in written form, and for **PO5** (Research and Editing Skills) specifically proofreading. This subject also provides crucial skills for **PO9** (Higher Studies/Careers) in any field requiring accurate written Marathi. **PO3** (Creative and Critical Thinking) is involved in applying rules.

## Mapping Matrix: Sem - IV, Marathi SEC (Granthasapadan, Granthshidhi va Granthaprakashan : ek abhyaas)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1		1	1	3				3	1
<b>CO2</b>	1		1	1	3				3	1
<b>CO3</b>	2	1	2	1	3				3	2
<b>CO4</b>	1		1	1	3				3	1
<b>CO5</b>	1		1	1	3				3	1
<b>CO6</b>	1		1	1	3				3	1

### Justification for Mapping:

- **CO1, CO2, CO4, CO5, CO6 (Nature, techniques, process, elements of book production/publishing/selling):** These COs are all directly and substantially linked to **PO5** (Research and Editing Skills) as they cover the entire book production and publication process. They are also highly relevant for **PO9** (Preparation for Higher Studies and Careers) in the publishing industry, editing, or related fields. They involve **PO3** (Creative and Critical Thinking) for understanding business processes and **PO4** (Communication) for understanding the flow of information. Minor link to **PO1** as written materials are involved, and **PO10** for Marathi publishing context.
- **CO3 (Book editing):** This is a core skill under **PO5** (Research and Editing Skills), contributing substantially. It also requires strong **PO1** (Linguistic Proficiency) and involves **PO3** (Creative and Critical Thinking) for stylistic and content decisions. This is a vital skill for **PO9** (Higher Studies/Careers) in publishing, journalism, or academic work. It can also subtly contribute to **PO2** (Literary Knowledge) as good editing enhances literary works.

## Mapping Matrix: Comp. Marathi Sem - V (Sahityarang Bhag - 3)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	1			1		3	1	3
<b>CO2</b>	1	3	1			1		3	1	3
<b>CO3</b>	1	3	2			2		3	1	3
<b>CO4</b>	1	3	2			1		2	1	2
<b>CO5</b>	1	3	1			1		3	1	3
<b>CO6</b>	1	3	2			2		3	1	3
<b>CO7</b>	2		2	3	2		1		3	2

### Justification for Mapping:

- **CO1, CO2, CO3, CO4, CO5, CO6 (Introduction to Marathi literature, ancient prose, medieval poetry, specific authors/poets, appreciation):** These COs are all fundamental to comprehensive literary study. They contribute strongly to **PO2** (Literary Knowledge and Appreciation) and **PO8** (Balanced Understanding of Traditional and Modern Literary Thought) by covering a wide historical and thematic range. They involve **PO3** (Creative and Critical Thinking) for analysis and appreciation. They have links to **PO6** (Social and Cultural Awareness) as literature reflects society, and are highly relevant for **PO10** (Mother Tongue) as it's Marathi literature. **PO1** (Linguistic Proficiency) is essential for engaging with the texts.

### Mapping Matrix: Sem - V, Marathi Lit (Kadambari - Puranamayachi Lekra)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	2					2	1	2
<b>CO2</b>	1	3	2					1	1	2
<b>CO3</b>	1	3	1			2		2	1	3
<b>CO4</b>	2	3	3			2		2	1	2
<b>CO5</b>	2	3	3			3		3	2	2
<b>CO6</b>	3	3	2			1		2	2	3

### Justification for Mapping:

- **CO1, CO2, CO3 (Novel definition, elements, historical development):** These are foundational to understanding the novel as a literary form. They primarily align with **PO2** (Literary Knowledge and Appreciation) and contribute to **PO3** (Creative and Critical Thinking) for conceptual analysis. **CO3** specifically links to **PO6** (Social and Cultural Awareness) through historical development and **PO10** (Mother Tongue) for Marathi context. **PO8** (Balanced Understanding) is relevant for historical context. **PO1** (Linguistic Proficiency) for understanding literary terminology.
- **CO4 (Plot and characterization in 'Poornamayi's Children'):** Directly contributes to **PO2** (Literary Knowledge) and **PO3** (Creative and Critical Thinking) through in-depth analysis. It also touches on **PO6** (Social and Cultural Awareness) as characters and plots often reflect societal realities. **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue) are essential for engaging with the Marathi text.
- **CO5 (Content, social portrayal, philosophy of life in 'Poornamayi's Children'):** Strongly aligns with **PO3** (Creative and Critical Thinking) for interpretation and **PO2** (Literary Knowledge). The "social portrayal" aspect makes it highly relevant for **PO6** (Social and Cultural Awareness). The "philosophy of life" aspect ties it to **PO8** (Balanced Understanding). It also requires **PO1** (Linguistic Proficiency) for deep comprehension and **PO9** for in-depth literary study.
- **CO6 (Language, narrative, dialogue, stylistic features):** High correlation with **PO1** (Linguistic Proficiency) and **PO2** (Literary Knowledge) as it involves detailed textual analysis. It also engages **PO3** (Creative and Critical Thinking) for stylistic evaluation and **PO9** for advanced literary analysis. Strongly related to **PO10** (Mother Tongue) for Marathi stylistic features.

### Mapping Matrix: Comp. Marathi Sem. VI (Sahityarang Bhag - 3)

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	1			1		3	1	3
<b>CO2</b>	1	3	1			1		3	1	3
<b>CO3</b>	1	3	2			2		3	1	3
<b>CO4</b>	1	3	2			1		3	1	3
<b>CO5</b>	1	3	2			1		3	1	3
<b>CO6</b>	3		2	2	3		1		3	3

#### Justification for Mapping:

- **CO1, CO2, CO3, CO4, CO5 (Introduction to Marathi literature, ancient prose, specific authors/poets, poetic forms):** Similar to the Sem V "Sahityarang," these COs are fundamental to comprehensive literary study. They contribute strongly to **PO2** (Literary Knowledge and Appreciation) and **PO8** (Balanced Understanding of Traditional and Modern Literary Thought) by covering a wide historical and thematic range. They involve **PO3** (Creative and Critical Thinking) for analysis and appreciation. They have links to **PO6** (Social and Cultural Awareness) as literature reflects society, and are highly relevant for **PO10** (Mother Tongue) as it's Marathi literature. **PO1** (Linguistic Proficiency) is essential for engaging with the texts. (Assuming "ancient Chinese prose" was a mistranslation for Marathi context).
- **CO6 (Practical Marathi translation, interpretation, proofreading, print search):** This is a highly practical CO. It directly aligns with **PO5** (Research and Editing Skills) for proofreading and print search. **PO4** (Communication and Presentation Skills) is relevant for translation and interpretation. **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue) are fundamentally enhanced through these activities. This CO is crucial for **PO9** (Preparation for Higher Studies and Careers) in translation, editing, publishing, or research. It involves **PO3** (Creative and Critical Thinking) for effective translation and problem-solving in proofreading. **PO7** (Personality Development) can be enhanced through these practical skills.

### Mapping Matrix: B.A Sem VI Marathi Lit (Subject- Ek Hota Karvar)

Course Outcom(CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	1	3	2					2	1	2
<b>CO2</b>	1	3	2					1	1	2
<b>CO3</b>	1	3	1			2		2	1	3
<b>CO4</b>	2	3	3			2		2	1	2
<b>CO5</b>	2	3	3			3		3	2	2
<b>CO6</b>	3	3	2			1		2	2	3

#### Justification for Mapping:



- **CO1, CO2, CO3 (Biography definition, elements, historical development):** These are foundational to understanding biography as a literary form. They primarily align with **PO2** (Literary Knowledge and Appreciation) and contribute to **PO3** (Creative and Critical Thinking) for conceptual analysis. **CO3** specifically links to **PO6** (Social and Cultural Awareness) through historical development and **PO10** (Mother Tongue) for Marathi context. **PO8** (Balanced Understanding) is relevant for historical context. **PO1** (Linguistic Proficiency) for understanding literary terminology.
- **CO4 (Plot and characterization in 'Ek Hota Karvar'):** Directly contributes to **PO2** (Literary Knowledge) and **PO3** (Creative and Critical Thinking) through in-depth analysis. It also strongly touches on **PO6** (Social and Cultural Awareness) as biographies delve into individuals' lives within a social context. **PO1** (Linguistic Proficiency) and **PO10** (Mother Tongue) are essential for engaging with the Marathi text.
- **CO5 (Social portrayal, philosophy of life in 'Ek Hota Karvar'):** Strongly aligns with **PO3** (Creative and Critical Thinking) for interpretation and **PO2** (Literary Knowledge). The "social portrayal" aspect makes it highly relevant for **PO6** (Social and Cultural Awareness). The "philosophy of life" aspect ties it to **PO8** (Balanced Understanding). It also requires **PO1** (Linguistic Proficiency) for deep comprehension and **PO9** for in-depth literary study.
- **CO6 (Language, narrative, dialogue, stylistic features):** High correlation with **PO1** (Linguistic Proficiency) and **PO2** (Literary Knowledge) as it involves detailed textual analysis. It also engages **PO3** (Creative and Critical Thinking) for stylistic evaluation and **PO9** for advanced literary analysis. Strongly related to **PO10** (Mother Tongue) for Marathi stylistic features.
- **CO7 (Writing styles for print and audio-visual media):** This is a practical skill-oriented CO. It strongly aligns with **PO4** (Communication and Presentation Skills) and **PO9** (Preparation for Higher Studies and Careers) in media/journalism. It requires **PO1** (Linguistic Proficiency) for effective writing, and touches on **PO5** (Research and Editing Skills) for print media. **PO3** (Critical Thinking) for adapting styles.

## **Department of Persian (B.A.)**

### **Subject: Persian Literature**

#### **Mapping Matrix: Persian Literature Programme Outcomes (POs) to Course Outcomes (COs)**

##### **Programme Outcomes (POs):**

Upon successful completion of the programme, students will be able to:

1. Demonstrate proficiency in reading and writing the Persian language independently.
2. Comprehend and appreciate literary texts from Persian-speaking regions, including the Indian subcontinent.
3. Develop effective communication skills through the study of Persian language and literature.
4. Undertake translation and interpretation tasks from and into Persian with competence.
5. Engage in meaningful conversation with native and fluent Persian speakers.
6. Explore professional opportunities in the fields of translation, interpretation, and language services.
7. Pursue higher education and research in Persian studies in countries such as Iran, Tajikistan, Uzbekistan, and others.
8. Compose formal and informal writings in Persian, including applications, letters, and essays.
9. Gain a thorough understanding of Persian grammar, rhetoric, and prosody, and apply them in reading and writing.
10. Participate in specialized short-term courses, workshops, or training programs offered by museums, archives, and institutions such as the Archaeological Survey of India (ASI).

## **Department of Persian**

### **Subject: Persian Literature**

#### **(Open Elective)**

##### **Course Outcomes (COs):**

By the end of **first** semester:

- This is an open elective course for all faculties, covering basic knowledge of Persian script, alphabet, grammar, and tenses. By the end, students will be able to speak, write, and understand the language.

By the end of **second** semester:

- This course is an extended part of Persian Grammar I, covering Persian culture, Iranian festivals, the months, seasons, numbers, Iranian cities, and the life and works of some famous Persian poets.

By the end of **third** semester:

- This course will allow students to explore various poetic forms found in Persian literature, such as masnavi, qasida, ghazal, and rubai. Students will also study the lives and works of renowned poets who created masterpieces in these forms during different periods.

By the end of **fourth** semester:

- This course will allow students to explore various forms found in Persian prose literature, such as *Nasr-e-Murssal*, *Nasr-e-Mussaja*, *Nasr-e-Binabin* and *Numaish Nama* . Students will also study the lives and works of renowned writers who created masterpieces in these forms during different periods.

## **Department of Persian**

**Subject: Persian Literature**

**(SEC, Skill Enhancement Course)**

### **Course Outcomes (COs):**

By the end of **first** semester:

- By the end of the course, students will be able to communicate in Persian and introduce themselves in the language, while also improving their audiovisual skills.

By the end of **second** semester:

- By the end of the course, students will be able to read classical Persian text in prose and poetry and introduce themselves in the language, while also improving their audiovisual skills.

By the end of **fourth** semester:

- By the end of the course, students will be able to communicate and participate in group discussion and also able to read classical Persian text in prose and poetry and introduce themselves in the language, while also improving their audiovisual skills.

## Mapping Matrix

POs / COs	OE (Basic Persian)	OE (Persian Culture & Poets)	OE (Persian Poetic Forms)	OE (Persian Prose Forms)	SEC (Basic Communication)	SEC (Classical Text & Intro)	SEC (Group Discussion & Classical Text)
<b>PO1: Demonstrate proficiency in reading and writing the Persian language independently.</b>	✓	✓	✓	✓	✓	✓	✓
<b>PO2: Comprehend and appreciate literary texts from Persian-speaking regions, including the Indian subcontinent.</b>		✓	✓	✓		✓	✓
<b>PO3: Develop effective communication skills through the study of Persian language and literature.</b>	✓	✓			✓	✓	✓
<b>PO4: Undertake translation and interpretation tasks from and into Persian with competence.</b>	✓						
<b>PO5: Engage in meaningful conversation with native and fluent Persian speakers.</b>	✓				✓	✓	✓
<b>PO6: Explore professional opportunities in the fields of translation, interpretation, and language services.</b>							
<b>PO7: Pursue higher education and research in Persian studies in countries such as Iran, Tajikistan, Uzbekistan, and others.</b>		✓	✓	✓			
<b>PO8: Compose formal and informal writings in Persian, including applications, letters, and essays.</b>	✓						
<b>PO9: Gain a thorough understanding of Persian grammar, rhetoric, and prosody, and apply them in reading and writing.</b>	✓		✓	✓		✓	✓
<b>PO10: Participate in specialized short-term courses, workshops, or training programs offered by museums, archives, and institutions such as the Archaeological Survey of India (ASI).</b>		✓	✓	✓			

**Department of Urdu**  
**B.A.1<sup>st</sup> & 2<sup>nd</sup> Year NEP 2020**  
**Program Outcome and Course Outcome with Matrix**

**NEP 2020**

**Urdu Literature (Major)**

**Program Outcome (POs):**

- 1) The NEP curriculum for Urdu Literature aims to impart creativity in the students through the study of Urdu Literature and cultural studies.
- 2) The course aim to enhance the critical study method among the students.
- 3) The syllabus aims to help the students in their daily life and enhance communication abilities.
- 4) The syllabus familiar the students with all aspects of Urdu Literature, like Classical, Progressive and Modern.
- 5) This syllabus enables the students for analytical study and to write essays etc.
- 6) The course will enable the students to communicate with people and learn human experiences in social life.

**Course Outcome:**

- 1) By the end of the syllabus students will able to understand the literature and will write essays and other things.
- 2) The students will able to face challenges in life with their intellectual thinking
- 3) The students will learn some ideas and gain knowledge about rich literary history of Urdu.
- 4) They will definitely able to read and understand the literature.

**NEP 2020**

**Urdu Language:**

**Program Outcome (POs):**

- 1) The course Objectives of Urdu Language aims at developing ability among the students to use correct language in Day to Day life.
- 2) The course is designed in classic to modern to make sure to learners write proper language.
- 3) The course enables the students to speak, read and write effectively.
- 4) It is make sure that learners read all kinds of literary style and movement.

**Course Outcome:**

- 1) After the course is over the students can read and write proper language.
- 2) The course is designed to help the students for their development in speaking ability etc.
- 3) The students will read, write and expressed their self effectively
- 4) The students will know all kinds of literary style and movements in literary history.

**Syllabus for B.A. (Bachelor of Arts) Urdu Literature/Language**

**Program Outcome**

**Skill Enhancement Course (SEC)**

1. After the completion of the program students will know about script writing.
2. Students will know what is film and television industry need.
3. The modern journalism will understand the students.
4. Urdu language and literature is important in indian film industry hence known about pronunciation is necessary.

## **Minor**

- 1) To aware students about history of Radio and Television.
- 2) To inspire students how to right Script for Radio Talk and Television Drama
- 3) Students should know importance of Script.

## **Indian Knowledge System (IKS)**

- 1) To inculcate students with rich Indian Culture and Human Values
- 2) Students should know about Harappa Civilization.
- 3) Indian Music, Fine art and traditional Dance is famous in the world, students should know about it.

## **NEP 2020**

### **Urdu Language:**

#### **Program Outcome (POs):**

- 1) The course Objectives of Urdu Language aims at developing ability among the students to use correct language in Day to Day life.
- 2) The course is designed in classic to modern to make sure to learners write proper language.
- 3) The course enables the students to speak, read and write effectively.
- 4) It is make sure that learners read all kinds of literary style and movement.

## **Vocational Skill Course (VSC)**

- 1) To enable ther Students to know about Urdu Poetry as a literary genre.
- 2) To enable ther Students to know about different forms of Urdu Poetry.
- 3) To enable ther Students to know about the Origin and Development of Urdu Poetry.

### **Course Outcome:**

#### **Major**

#### **B.A. Semester I**

#### **ULT-101 (Major BAULT1M1) (4 Credits)**

#### **Classical Ghazal**

1. Students will be able to understand about Urdu Genes Poetry.
2. Students will be able to understand about Urdu Ghazal and its importance.
3. Students will able to Learn about Urdu Poets and their Ghazal's.

#### **B.A. Semester I**

#### **ULT-102 (Major BAULT1M2) (2Credit)**

#### **Urdu Qawaed**

1. Students will be able to understand about Urdu Grammar.

2. Students will be able to understand about Various parts of Urdu Grammar.
3. Students will be able to Learn about Urdu Poets and their Ghazal's.

#### **B.A. Semester II**

##### **ULT-103 (Major BAULT2M3) (4 Credits)**

##### **Urdu Afsana**

1. Students will be able to understand about Urdu stories and its origin.
2. Students will be able to understand about urdu story writers.
3. Students will be able to learn about urdu stories.

#### **B.A. Semester II**

##### **ULT-104 (Major BAULT2M4) (2Credit)**

##### **Urdu Safarnama (T4)**

1. Students will be able to understand about nonfiction Urdu Genres.
2. Students will be able to understand about Safarnama and its features.
3. Students will be able to learn about Urdu Safarnama's.

#### **B.A. Semester III**

##### **ULT-105 (Major BAULT3M5) (4 Credit)**

##### **Urdu Nazm**

1. Students will be able to understand about Urdu Genres of Poetry.
2. Students will be able to understand about Urdu poem and its importance.
3. Students will be able to learn about Urdu Poems and its poets.

#### **B.A. Semester III**

##### **ULT-106 (Major BAULT3M6) (2Credit)**

##### **Tanz O Mizah**

1. Students will be able to understand about Urdu Humor and Satire.
2. Students will be able to understand about Urdu Humurist.

#### **B.A. Semester IV**

##### **ULT-107 (Major BAULT4M7) (4 Credits)**

##### **Urdu Masnavi**

1. Students will be able to understand about Urdu Genres of Poetry.
2. Students will be able to understand about Urdu Masnavi.
3. Students will be able to Learn about renowned poets and their Masnavi's.

**B.A. Semester IV**  
**ULT-108 (Major BAULT4M8) (2Credit)**  
**Maqtoob Nigari**

1. Students will be able to understand about Urdu Maktoob nigari and its types.
2. Students will be able to Learn about renowned Urdu Maktoob Nigar.

**Minor**

**B.A. Semester II URD (MINOR T1 BAURD2M1) 2 Credits**  
**Radio and Television**

- 1) Students will know about history of Radio and Television.
- 2) Students will know how to right for Radio and Television.
- 3) Students will understand the importance of Script.

**B.A. Semester III**  
**URD Min 102 (Minor T-2 BAURD3M2) (4 Credit)**  
**URDU ADAB KA TARUF**

- 1) The Students will know about Safarnama specially Sahil Aur Samandar.
- 2) The Students will know who is Shibli Nomani the writer of various books.
- 3) The Students will know about Nagpur's renowned poets.

**B.A. Semester IV**  
**URD Min-103 (Minor T-2 BAURD4M3) (4 Credit)**  
**Dastan Aur Drama**

- 1) The Students will know the importance of Dastan in Urdu Literature.
- 2) The Students will read and understand Classical Urdu Prose Sabras and Rani Ketki ki kahani.
- 3) The Students will know about Bagh o Bahar and Fasana e Ajayab.
- 4) The Students will understand about Darama and its impact on Urdu Literature.

**Skill Enhancement Course (Urdu Language)**

**Semester 1 (2 Credits/60 Hours) (SEC-1 BAURD1SEC1)-101**  
**Script writing**

- 1.To Enhance the writing skill of students.
- 2.Students will know how to write wcript.
- 3.Students will understand difference between film and television script.



**Semester 1I****Urdu Nagma Nigari (2 Credits/60 Hours) (SEC-2 BAURD2SEC2)--102**

- 1.To introduce students history of lyrics.
- 2.Various kinds of lyrics.
3. Students will know some renowned lyrics writer.

**Skill Enhancement Course (Urdu Language)****Semester IV (2 Credits/60 Hours) (SEC-4 BAURD4SEC4)--103****Urdu Spelling and Pronunciation**

- 1-In today's world Urdu becomes important in professional life, so pronunciation is important.
- 2-Correct pronunciation helps the students to enhance writing skill.
- 3-Students will know importance of writing.

**(Open Elective) OE-1****First Semester****Open Elective) OE-1 BAURDU1M1****URDU TALAFFUZ**

1. Introduction of Urdu alphabets.
2. Introduction of Urdu words making.

**(Open Elective) OE-2 BAURDU2M2 Second Semester****URDU GRAMMAR-1**

1. Knowledge of Urdu feminine & masculine words
2. Knowledge of Urdu singular & Plurals

**(Open Elective) OE-3 BAURDU3M3****Third Semester****URDU GRAMMAR-2**

1. Knowledge of Urdu Idioms and their uses.
2. It enriches the vocabulary and diction of the learner

**(Open Elective) OE-4 BAURDU4M4****Fourth Semester****URDU ADAB**

1. It enriches the vocabulary and diction of the learner
2. Knowledge of Urdu Moral & Ethical Stories.

3. Urdu reading, writing, learning and speaking.

### **IKS: Indian Knowledge System**

#### **B.A. Semester 1 2 Credits (30 Hours) Indian Knowledge System**

- 1) Students will know the rich Indian Culture.
- 2) What is Harappan civilization, students will know about it.
- 3) Students will understand about Indian tradition.

#### **B.A. Semester Ability Enhancement Course 3 Credits (45 Hours) Tarjuma Nigari (AEC2 BAURD2AEC2)**

- 1) Students will know how to use proper language.
- 2) Students will understand interaction method.
- 3) Students will translate other languages matter in Urdu.

#### **B.A. Semester IV Ability Enhancement Course (3 Credits) (45 Hours) Akhbar Nawesi (AEC3 BAURD3AEC3)**

##### **Course Outcomes**

- 1) Students will know about life and work of Altaf Husain Hali.
- 2) Hali is like a Modern Poet, students read his poetry.
- 3) Students will know what is biography writing.

### **Vocational Skill Course (60 Hours) (5 Hours per week) (2 Credits)**

#### **B.A. Semester I Asnaf, Nazm and Ghazal (VSC1 BAULT1VSC1) Genres Nazm and Ghazal**

- 1) The students will get to know about Urdu Poetry as an art form.
- 2) The students will get to know the different narrative techniques employed.
- 3) The course will help Students appreciate the application of different poetic devices.

#### **B.A. Semester II Vocational Skill Course (60 Hours) (5 Hours per week) (2 Credits) Asnaf e Nasr(VSC2 BAULT2VSC2)**

- 1) The students will get to know about Urdu Prose as an art form.
- 2) The students will get to know the different narrative techniques employed.
- 3) The course will help Students get jobs as editors, content writers.

### **B.A. Semester III**

#### **Vocational Skill Course (2 Credits) (60 Hours) (5 Hours per week)**

#### **Drame Ka Fan (VSC3 BAULT3VSC3)**

- 1) The students will get to know about drama as an art form.
- 2) The students will get to know the elements and types of drama.
- 3) The students will get to know the different devices employed in drama.
- 4) The course will help students get jobs as actors, art consultants, arts administrations, arts educators, broadcast technicians, casting directors and producers.

## **Mapping Matrix: Urdu Literature (Major) - BAULT1M1 (Classical Ghazal)**

This matrix illustrates the alignment between the Program Outcomes (POs) for Urdu Literature (Major) under the NEP curriculum and the specific Course Outcomes (COs) for BAULT1M1 (Classical Ghazal).

<b>Course Outcomes (COs)</b>	<b>Program Outcome 1</b>	<b>Program Outcome 2</b>	<b>Program Outcome 3</b>	<b>Program Outcome 4</b>	<b>Program Outcome 5</b>	<b>Program Outcome 6</b>
1. Understand Urdu Genres Poetry.	✓			✓		
2. Understand Urdu Ghazal and its importance.	✓	✓		✓		
3. Learn about Urdu Poets and their Ghazals.	✓	✓		✓	✓	✓

## Mapping Matrix: Urdu Literature (Major) - BAULT1M2 (Urdu Qawaed)

This matrix maps the Course Outcomes (COs) of BAULT1M2 (Urdu Qawaed) to the Program Outcomes (POs) for Urdu Literature (Major) under the NEP curriculum.

Course Outcomes (COs)	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
1. Understand Urdu Grammar.		✓	✓	✓	✓	
2. Understand Various parts of Urdu Grammar.		✓	✓	✓	✓	
3. Learn about Urdu Poets and their Ghazals.	✓	✓	✓	✓	✓	✓

## Mapping Matrix: Urdu Literature (Major) - BAULT2M3 (Urdu Afsana)

This matrix shows the alignment between the Course Outcomes (COs) of BAULT2M3 (Urdu Afsana) and the Program Outcomes (POs) for Urdu Literature (Major) under the NEP curriculum.

Course Outcomes (COs)	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
1. Understand Urdu stories and its origin.	✓	✓		✓		
2. Understand Urdu story writers.	✓	✓		✓	✓	
3. Learn about Urdu stories.	✓	✓	✓	✓	✓	✓

## Mapping Matrix: Urdu Literature (Major) - BAULT2M4 (Urdu Safarnama)

This matrix illustrates the alignment between the Course Outcomes (COs) of BAULT2M4 (Urdu Safarnama) and the Program Outcomes (POs) for Urdu Literature (Major) under the NEP curriculum.

Course Outcomes (COs)	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
1. Understand nonfiction Urdu Genres.	✓	✓	✓	✓	✓	
2. Understand Safarnama and its features.	✓	✓	✓	✓	✓	✓
3. Learn about Urdu Safarnamas.	✓	✓	✓	✓	✓	✓

## Mapping Matrix: Urdu Literature (Major) - BAULT3M5 (Urdu Nazm)

This matrix maps the Course Outcomes (COs) of BAULT3M5 (Urdu Nazm) to the Program Outcomes (POs) for Urdu Literature (Major) under the NEP curriculum.

Course Outcomes (COs)	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
1. Understand Urdu Genres of Poetry.	✓	✓		✓		
2. Understand Urdu poem and its importance.	✓	✓		✓	✓	
3. Learn about Urdu Poems and its poets.	✓	✓	✓	✓	✓	✓

## Mapping Matrix: Urdu Literature (Major) - BAULT3M6 (Tanz O Mizah)

This matrix shows the alignment between the Course Outcomes (COs) of BAULT3M6 (Tanz O Mizah) and the Program Outcomes (POs) for Urdu Literature (Major) under the NEP curriculum.

Course Outcomes (COs)	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
1. Understand Urdu Humor and Satire.	✓	✓	✓	✓	✓	✓
2. Understand Urdu Humorists.	✓	✓	✓	✓	✓	✓

## Mapping Matrix: Urdu Literature (Major) - BAULT4M7 (Urdu Masnavi)

This matrix illustrates the alignment between the Course Outcomes (COs) of BAULT4M7 (Urdu Masnavi) and the Program Outcomes (POs) for Urdu Literature (Major) under the NEP curriculum.

Course Outcomes (COs)	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
1. Understand Urdu Genres of Poetry.	✓	✓		✓		
2. Understand Urdu Masnavi.	✓	✓		✓	✓	
3. Learn about renowned poets and their Masnavis.	✓	✓	✓	✓	✓	✓

## Mapping Matrix: Urdu Literature (Major) - BAULT4M8 (Maqtoob Nigari)

This matrix outlines the alignment between the Course Outcomes (COs) of BAULT4M8 (Maqtoob Nigari) and the Program Outcomes (POs) for Urdu Literature (Major) under the NEP curriculum.

Course Outcomes (COs)	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
1. Understand Urdu Maktoob Nigari and its types.	✓	✓	✓	✓	✓	✓
2. Learn about renowned Urdu Maktoob Nigar.	✓	✓	✓	✓	✓	✓

## Mapping Matrix: Urdu Language (Minor) - BAURD2M1 (Radio and Television)

This matrix maps the Course Outcomes (COs) of BAURD2M1 (Radio and Television) to the Program Outcomes (POs) for Urdu Language (Minor) under the NEP 2020 curriculum.

Course Outcomes (COs)	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4
1. Know about history of Radio and Television.				✓
2. Know how to write for Radio and Television.	✓	✓	✓	✓
3. Understand the importance of Script.	✓	✓	✓	✓

## Mapping Matrix: URD Min-103 COs to Urdu Language POs

This mapping demonstrates how the specific learning objectives of the "**Dastaan Aur Drama**" course (COs) contribute to the broader goals of the Urdu Language program (POs) under NEP 2020.

Course Outcomes (COs)	PO1: Correct Language Use	PO2: Classic to Modern Writing	PO3: Effective Speak, Read, Write	PO4: Read All Literary Styles & Movements
CO1: Know importance of Dastaan in Urdu Literature.	✓	✓	✓	✓

Course Outcomes (COs)	PO1: Correct Language Use	PO2: Classic to Modern Writing	PO3: Effective Speak, Read, Write	PO4: Read All Literary Styles & Movements
CO2: Read & understand Classical Urdu Prose (Sabras, Rani Ketki).	✓	✓	✓	✓
CO3: Know about Bagh-o-Bahar and Fasana-e-Ajayab.	✓	✓	✓	✓
CO4: Understand Drama and its impact on Urdu Literature.	✓	✓	✓	✓

## Semester II, Urdu Naghma Nigari (SEC-2 BAURD2SEC2)

### Mapping Matrix: Urdu Naghma Nigari COs to Urdu Language POs

Course Outcomes (COs)	PO1: Correct Language Use in Day-to-Day Life	PO2: Write Proper Language (Classic to Modern)	PO3: Speak, Read, and Write Effectively	PO4: Read All Literary Styles & Movements
CO1: To introduce students history of lyrics.	✓	✓	✓	✓
CO2: Various kinds of lyrics.	✓	✓	✓	✓
CO3: Students will know some renowned lyrics writer.	✓	✓	✓	✓

## Semester IV, Urdu Spelling and Pronunciation

(SEC-4 BAURD4SEC4)-103.

### Mapping Matrix: Urdu Spelling and Pronunciation COs to Urdu Language POs

Course Outcomes (COs)	PO1: Correct Language Use in Day-to-Day Life	PO2: Write Proper Language (Classic to Modern)	PO3: Speak, Read, and Write Effectively
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Course Outcomes (COs)	PO1: Correct Language Use in Day-to-Day Life	PO2: Write Proper Language (Classic to Modern)	PO3: Speak, Read, and Write Effectively
CO1: Pronunciation important for professional life.	✓		✓
CO2: Correct pronunciation enhances writing skill.	✓	✓	✓
CO3: Students will know importance of writing.	✓	✓	✓

## First Semester Open Elective (OE-1 BAURDU1M1) "Urdu Talaffuz."

### Mapping Matrix: Urdu Talaffuz COs to Urdu Language POs

Course Outcomes (COs)	PO1: Correct Language Use in Day-to-Day Life	PO2: Write Proper Language (Classic to Modern)	PO3: Speak, Read, and Write Effectively
CO1: Introduction of Urdu alphabets.	✓	✓	✓
CO2: Introduction of Urdu word making.	✓	✓	✓

## Second Semester Open Elective (OE-2 BAURDU2M2) "Urdu Grammar-1."

### Mapping Matrix: Urdu Grammar-1 COs to Urdu Language POs

Course Outcomes (COs)	PO1: Correct Language Use in Day-to-Day Life	PO2: Write Proper Language (Classic to Modern)	PO3: Speak, Read, and Write Effectively
CO1: Knowledge of Urdu feminine & masculine words.	✓	✓	✓
CO2: Knowledge of Urdu singular & Plurals.	✓	✓	✓

## Third Semester Open Elective (OE-3 BAURDU3M3) "Urdu Grammar-2."

### Mapping Matrix: Urdu Grammar-2 COs to Urdu Language POs

Course Outcomes (COs)	PO1: Correct Language Use in Day-to-Day Life	PO2: Write Proper Language (Classic to Modern)	PO3: Speak, Read, and Write Effectively
CO1: Knowledge of Urdu Idioms and their uses.	✓	✓	✓
CO2: Enriches the vocabulary and diction of the learner.	✓	✓	✓
Export to Sheets			

### Mapping Matrix: Urdu Language Program Outcomes and Course Outcomes

This matrix illustrates how the specific learning objectives of the "Fourth Semester URDU ADAB" course contribute to the broader goals of the Urdu Language program.

Course Outcomes (COs) / Program Outcomes (POs)	PO1: Use correct Urdu in daily life	PO2: Write proper Urdu (classic to modern)	PO3: Speak, read, and write effectively in Urdu
CO1: Enrich Urdu vocabulary & diction	✓	✓	✓
CO2: Knowledge of Urdu moral & ethical stories			✓
CO3: Improve Urdu reading, writing, learning & speaking	✓	✓	✓

### Mapping Matrix: Program Outcomes (POs) vs. Course Outcomes (COs) for Tarjuma Nigari

Course Outcomes (COs) \ Program Outcomes (POs)	PO1 (Correct Language Use)	PO2 (Proper Language Writing)	PO3 (Speak, Read, Write Effectively)	PO4 (Read Literary Styles)
CO1: Students will know how to use proper language.	✓	✓	✓	

Course Outcomes (COs) \ Program Outcomes (POs)	PO1 (Correct Language Use)	PO2 (Proper Language Writing)	PO3 (Speak, Read, Write Effectively)	PO4 (Read Literary Styles)
<b>CO2: Students will understand interaction method.</b>			✓	
<b>CO3: Students will translate other languages matter in Urdu.</b>	✓	✓	✓	✓

### Mapping Matrix: Program Outcomes (POs) vs. Course Outcomes (COs) for Akhbar Nawesi

Course Outcomes (COs) \ Program Outcomes (POs)	PO1 (Correct Language Use)	PO2 (Proper Language Writing)	PO3 (Speak, Read, Write Effectively)	PO4 (Read Literary Styles)
<b>CO1: Students will know about life and work of Altaf Husain Hali.</b>			✓	✓
<b>CO2: Hali is like a Modern Poet, students read his poetry.</b>	✓	✓	✓	✓
<b>CO3: Students will know what is biography writing.</b>	✓	✓	✓	✓

### Mapping Matrix: Program Outcomes (POs) vs. Course Outcomes (COs) for Asnaf, Nazm and Ghazal

Course Outcomes (COs) \ Program Outcomes (POs)	PO1 (Creativity & Cultural Study)	PO2 (Critical Study Method)	PO3 (Daily Life & Communication)	PO4 (All Aspects of Urdu Lit.)	PO5 (Analytical Study & Essay Writing)	PO6 (Communicate & Human Experiences)
<b>CO1: Students will get to know about Urdu Poetry as an art form.</b>	✓	✓	✓	✓	✓	✓
<b>CO2: Students will get to know the different narrative techniques employed.</b>	✓	✓	✓	✓	✓	✓

Course Outcomes (COs) \ Program Outcomes (POs)	PO1 (Creativity & Cultural Study)	PO2 (Critical Study Method)	PO3 (Daily Life & Communication)	PO4 (All Aspects of Urdu Lit.)	PO5 (Analytical Study & Essay Writing)	PO6 (Communicate & Human Experiences)
<b>CO3: The course will help Students appreciate the application of different poetic devices.</b>	✓	✓	✓	✓	✓	✓

## Mapping Matrix: Program Outcomes (POs) vs. Course Outcomes (COs) for Asnaf e Nasr

Course Outcomes (COs) \ Program Outcomes (POs)	PO1 (Creativity & Cultural Study)	PO2 (Critical Study Method)	PO3 (Daily Life & Communication)	PO4 (All Aspects of Urdu Lit.)	PO5 (Analytical Study & Essay Writing)	PO6 (Communicate & Human Experiences)
<b>CO1: Students will get to know about Urdu Prose as an art form.</b>	✓	✓	✓	✓	✓	✓
<b>CO2: Students will get to know the different narrative techniques employed.</b>	✓	✓	✓	✓	✓	✓
<b>CO3: The course will help Students get jobs as editors, content writers.</b>	✓	✓	✓		✓	✓

## Mapping Matrix: Program Outcomes (POs) vs. Course Outcomes (COs) for Drame Ka Fan

Course Outcomes (COs) \ Program Outcomes (POs)	PO1 (Creativity & Cultural Study)	PO2 (Critical Study Method)	PO3 (Daily Life & Communication)	PO4 (All Aspects of Urdu Lit.)	PO5 (Analytical Study & Essay Writing)	PO6 (Communicate & Human Experiences)
<b>CO1: Students will get to know about drama as an art form.</b>	✓	✓	✓	✓	✓	✓

Course Outcomes (COs) \ Program Outcomes (POs)	PO1 (Creativity & Cultural Study)	PO2 (Critical Study Method)	PO3 (Daily Life & Communication)	PO4 (All Aspects of Urdu Lit.)	PO5 (Analytical Study & Essay Writing)	PO6 (Communicate & Human Experiences)
<b>CO2: Students will get to know the elements and types of drama.</b>	✓	✓	✓	✓	✓	✓
<b>CO3: The students will get to know the different devices employed in drama.</b>	✓	✓	✓	✓	✓	✓
<b>CO4: The course will help students get jobs as actors, art consultants, etc.</b>	✓	✓	✓		✓	✓

## DEPARTMENT OF MUSIC

### CO-PO Mapping- Department of Music

Course Name  
B.A. Sem I Major1

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√						
CO2	√		√				
CO3	√			√	√		
CO4	√						

### CO-PO Mapping- Department of Music

Course Name  
B.A. Sem I Major1

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3						
CO2	3		2				
CO3	3			2	2		
CO4	3						

Course Name  
B.A. Sem I  
Major2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√		√				
CO2		√					
CO3				√			

### CO-PO Mapping- Department of Music

Course Name  
B.A. Sem I  
Major2

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3		2				
CO2		3					
CO3				1			

Course Name  
B.A. Sem I IKS

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		√					
CO2				√			

### CO-PO Mapping- Department of Music

Course Name  
B.A. Sem I IKS

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		2					
CO2				2			

Course Name  
B.A. Sem I VSC

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√						
CO2	√						

### CO-PO Mapping- Department of Music

Course Name  
B.A. Sem I VSC

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3						
CO2	3						

Course Name  
B.A. Sem I OE

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√						
CO2							
CO3							
CO4	√						

Course Name  
B.A. Sem II  
Major3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1				√			
CO2				√			
CO3	√						
CO4	√						

### CO-PO Mapping- Department of Music

Course Name  
B.A. Sem II  
Major3

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1				3			
CO2				3			
CO3	2						
CO4	2						

Course Name  
B.A. Sem II Major4

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√		√				
CO2		√		√			
CO3				√			

### CO-PO Mapping- Department of Music

Course Name  
B.A. Sem II Major4

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3		2				
CO2		2		3			
CO3				3			

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem II VSC	CO1	√			√	√		
	CO2	√						

**CO-PO Mapping- Department of Music**

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem II	CO1	3			2	2		
VSC	CO2	3						

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem II	CO1							
Minor	CO2				√			
	CO3	√				√		
	CO4	√						

**CO-PO Mapping- Department of Music**

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem II	CO1							
Minor	CO2				2			
	CO3	3				2		
	CO4	3						

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem II OE	CO1							
	CO2				√			
	CO3	√				√		
	CO4	√						

**CO-PO Mapping- Department of Music**

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem II OE	CO1							
	CO2				3			
	CO3	3				2		
	CO4	3						



Course Name  
B.A. Sem III Major5

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√						
CO2	√		√				
CO3	√			√	√		
CO4	√						

**CO-PO Mapping- Department of Music**

Course Name  
B.A. Sem III Major5

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3						
CO2	3		2				
CO3	3			2	2		
CO4	3						

Course Name  
B.A. Sem III  
Major6

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√		√				
CO2		√					
CO3				√			

**CO-PO Mapping- Department of Music**

Course Name  
B.A. Sem III  
Major6

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3		2				
CO2		3					
CO3				1			

Course Name  
B.A. Sem III VSC

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√						
CO2	√						

**CO-PO Mapping- Department of Music**

Course Name  
B.A. Sem III VSC

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3						
CO2	3						

Course Name  
B.A. Sem III Minor

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√						
CO2	√						

Course Name  
B.A. Sem III Minor

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3						
CO2	3						

Course Name  
B.A. Sem III OE

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2				√			
CO3	√				√		
CO4	√						

**CO-PO Mapping- Department of Music**

Course Name  
B.A. Sem III OE

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2				3			
CO3	3				2		
CO4	3						

Course Name  
B.A. Sem IV  
Major7

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1				√			
CO2				√			
CO3	√						
CO4	√						

**CO-PO Mapping- Department of Music**

Course Name  
B.A. Sem IV  
Major7

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1				3			
CO2				3			
CO3	2						
CO4	2						

Course Name  
B.A. Sem IV  
Major8

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√		√				
CO2		√		√			
CO3				√			

**CO-PO Mapping- Department of Music**

Course Name  
B.A. Sem IV  
Major8

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3		2				
CO2		2		3			
CO3				3			

Course Name  
B.A. Sem IV VSC

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	√			√	√		
CO2	√						

### CO-PO Mapping- Department of Music

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem IV VSC	CO1	3			2	2		
	CO2	3						

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem IV	CO1							
Minor	CO2				√			
	CO3	√				√		
	CO4	√						

### CO-PO Mapping- Department of Music

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem IV	CO1							
Minor	CO2				2			
	CO3	3				2		
	CO4	3						

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem IV OE	CO1							
	CO2				√			
	CO3	√				√		
	CO4	√						

### CO-PO Mapping- Department of Music

Course Name		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
B.A. Sem IV OE	CO1							
	CO2				3			
	CO3	3				2		
	CO4	3						

SCIENCE

CO	PSO1	PSO2	PSO3	PSO4	PSO5
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### DEPARTMENT OF CHEMISTRY

#### B.SC. I Sem-I Paper-I

SUBJECT CODE: BCH1T01 BCH1T01 INORGANIC CHEMISTRY-I

#### CO ARTICULATION MATRIX

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	–	✓	✓	✓
CO2	✓	–	✓	✓	✓
CO3	✓	–	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	–
CO6	✓	✓	✓	✓	✓
CO7	✓	✓	✓	✓	–

O	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	3	2	2
CO2	3	0	2	2	1
CO3	3	0	2	2	1
CO4	3	3	2	1	2
CO5	3	1	2	2	0
CO6	3	2	2	1	1
CO7	3	3	2	2	0

B.SC. I Sem-I Paper-II					
SUBJECT CODE: BCH1T02	ORGANIC CHEMISTRY-I				
CO ARTICULATION MATRIX					
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	–
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓
CO7	✓	✓	✓	✓	–

<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>
<b>CO7</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>

<b>B.SC. I Sem-II Paper-I</b>					
<b>SUBJECT CODE: BCH2T03</b>		<b>ORGANIC CHEMISTRY-II</b>			
<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	✓	✓	✓	✓	✓
<b>CO2</b>	✓	✓	✓	✓	–
<b>CO3</b>	✓	✓	✓	✓	✓
<b>CO4</b>	✓	✓	✓	✓	✓
<b>CO5</b>	✓	✓	✓	✓	✓
<b>CO6</b>	✓	✓	✓	✓	✓

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>

<b>SUBJECT CODE: BCH2T04</b>	<b>PHYSICAL CHEMISTRY-I</b>				
<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	✓	✓	✓	✓	✓
<b>CO2</b>	✓	✓	✓	✓	✓
<b>CO3</b>	✓	✓	✓	✓	✓
<b>CO4</b>	✓	✓	✓	✓	✓
<b>CO5</b>	✓	✓	✓	✓	✓
<b>CO6</b>	✓	✓	✓	✓	✓
<b>CO7</b>	✓	✓	✓	✓	✓

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3
CO2	3	1	2	2	3
CO3	3	2	3	2	3
CO4	3	2	2	2	2
CO5	3	1	2	2	2
CO6	3	3	2	2	2
CO7	3	3	2	2	3

B.SC. II Sem-III Paper-I					
SUBJECT CODE: BCH3T05		PHYSICAL CHEMISTRY-II			
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	–	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	2	1	1
CO2	3	2	2	1	2
CO3	3	3	2	2	2
CO4	3	3	2	2	2
CO5	3	3	2	2	3
CO6	3	3	2	2	2

B.SC. II Sem-III Paper-II					
SUBJECT CODE: BCH3T06		INORGANIC CHEMISTRY-II			
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	–	✓	✓	–
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	–
CO5	✓	✓	✓	✓	–
CO6	✓	–	✓	✓	–

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	1
CO2	3	0	2	2	0
CO3	3	1	2	1	1
CO4	3	2	2	1	0
CO5	3	1	2	1	0
CO6	3	0	2	2	0

B.SC. II Sem-IV Paper-I					
SUBJECT CODE: BCH4T07		INORGANIC CHEMISTRY-III			
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	–
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	–

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1
CO2	3	1	3	1	0
CO3	3	3	2	2	1
CO4	3	3	2	2	1
CO5	3	2	2	2	0

B.SC. II Sem-IV Paper-II					
SUBJECT CODE: BCH4T08		ORGANIC CHEMISTRY- III			
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1
CO2	3	2	2	2	1
CO3	3	3	2	2	3
CO4	3	2	2	2	2
CO5	3	2	2	1	2



## B.Sc. Chemistry (Three/Four year degree program)

### Program Specific Outcomes:

The B.Sc.(Hons/Res) programme in Chemistry is designed to develop in students in depth knowledge of the core concepts and principles that are central to the understanding of this core science discipline. Undergraduates pursuing this programme of study go through laboratory work that specifically develops their quantitative and qualitative skills, provides opportunities for critical thinking and team work, and exposes them to techniques useful for applied areas of scientific study.

1. Knowledge: Width and depth: Students acquire theoretical knowledge and understanding of the fundamental concepts, principles and processes in main branches of chemistry, namely, organic chemistry, inorganic chemistry, physical chemistry, analytical chemistry and biochemistry. In depth understanding is the outcome of transactional effectiveness and treatment of specialized course contents. Width results from the choice of electives that students are offered.

2. Laboratory Skills: Quantitative, analytical and instrument based: A much valued learning outcome of this programme is the laboratory skills that students develop during the course. Quantitative techniques gained through hands on methods opens choice of joining the industrial laboratory work force early on. The programme also provides ample training in handling basic chemical laboratory instruments and their use in analytical and biochemical determinations. Undergraduates on completion of this programme can cross branches to join analytical, pharmaceutical, material testing and biochemical labs besides standard chemical laboratories.

3. Communication: Communication is a highly desirable attribute to possess. Opportunities to enhance students' ability to write methodical, logical and precise reports are inherent to the structure of the programme. Techniques that effectively communicate scientific chemical content to large audiences are acquired through oral and poster presentations and regular laboratory report writing.

4. Capacity Enhancement: Modern day scientific environment requires students to possess ability to think independently as well as be able to work productively in groups. This requires some degree of balancing. The chemistry honours programme course is designed to take care of this important aspect of student development through effective teaching learning process.

5. Portable Skills: Besides communication skills, the programme develops a range of portable or transferable skills in students that they can carry with them to their new work environment after completion of chemistry honours programme. These are problem solving, numeracy and mathematical skills- error analysis, units and conversions, information retrieval skills, IT skills and organizational skills. These are valued across work environments.

### ➤ B.Sc. Semester I

#### Inorganic Chemistry-1 (Atomic structure, bonding and main group elements)

#### Course Outcomes

1. To solve the conceptual questions using the knowledge gained by studying the quantum mechanical model of the atom, quantum numbers, electronic configuration, radial and angular distribution curves, shapes of s, p, and d orbitals, and periodicity in atomic properties.
2. To draw the plausible structures and geometries of molecules using VSEPR theory.

3. To explain geometries and properties of molecules based on VBT.
4. To understand the concept of lattice energy using Born-Haber Cycle.
5. To rationalize the metallic properties based on various theories.
6. To elaborate structures and properties of common compounds formed by main group elements.
7. To identify acidic and basic radicals in simple inorganic salts.

#### Organic Chemistry-1 (Fundamentals, stereochemistry and hydrocarbons)

##### Course Outcomes

1. To understand and explain the different nature and behaviour of organic compounds based on fundamental concepts learnt.
2. To formulate the mechanism of organic reactions by recalling and correlating the fundamental properties of the reactants involved.
3. To learn and identify many organic reaction mechanisms including Free Radical Substitution, Electrophilic Addition and Electrophilic Aromatic Substitution.
4. To understand the fundamental concepts of stereochemistry.
5. To elaborate various properties of aliphatic and aromatic hydrocarbons.
6. To experimentally identify extra element and functional group in the given organic compound.
7. To synthesize various organic compounds making use of selective reagents.

#### ➤ B.Sc. Semester – II

#### Organic Chemistry-2 (Functional group chemistry)

##### Course Outcomes

1. To understand preparation, properties and reactions of haloalkanes, haloarenes and oxygen containing functional groups.
2. To use the synthetic chemistry learnt in this course to do functional group transformations.
3. To propose plausible mechanisms for various reactions.
4. To suggest synthesis routes for desired product from initial reactant.
5. To identify given organic compound by systematic chemical analysis.
6. To synthesize derivatives of given organic compound.

#### Physical Chemistry-1 (Thermodynamics, gaseous and liquid states)

##### Course Outcomes

1. To solve fundamental mathematical function based problems in chemistry.
2. To understand the three laws of thermodynamics, concept of State and Path functions, extensive and intensive properties.
3. To derive the expressions of  $\Delta U$ ,  $\Delta H$ ,  $\Delta S$ ,  $\Delta G$ ,  $\Delta A$  for ideal gases under different conditions.
4. Evaluate thermodynamics of various physical and chemical processes.
5. To analyze and explain properties of ideal gas, real gas and liquids.
6. To evaluate thermodynamic constants through calorimetric studies.
7. To use various properties of liquids for determination of their concentration and composition.

➤ B.Sc. Semester – III

BCH3T05: Physical Chemistry-2

(Thermodynamics, phase equilibria, electrochemistry and kinetics)

Theory 2 credits + Practical 1 credit

Course Outcomes

1. Recollect the meanings of various thermodynamic terminology
2. Evaluate the thermodynamic quantities
3. Deduce and interpret the phase diagrams of binary and ternary systems
4. Analyze and elaborate the conductance properties of electrolytes
5. Evaluate the emf values and interpret the results in redox equilibria
6. Understand the mechanisms and kinetics of chemical reactions.

BCH3T06: Inorganic Chemistry-2

(Bonding, transition elements and solutions)

Theory 2 credits + Practical 1 credit

Course Outcomes

1. Explain properties of diatomic molecules using MO theory
2. Deduce the structures of various inorganic molecules formed by noble gases
3. Explain the properties of f-block elements using electronic configuration concept
4. Explain various reactions in non-aqueous media
5. Discuss properties of compounds using HSAB principle
6. Elaborate the geometries of compounds formed by noble gases.

## DEPARTMENT OF PHYSICS

DEPARTMENT OF PHYSICS					
B.SC. III YEAR Sem-V Paper-I					
Semester V Paper I (501)					
(Atomic physics, free electron theory and Statistical physics)					
		( As per old Syllabus)			
	CO	PSO1	PSO2	PSO3	PSO4
	CO1		√	√	√
	CO2	√	√	√	√
	CO3	√	√	√	√
	CO4	√	√	√	√
B.SC.III YEAR Sem-V Paper-II					
Semester V Paper II (502)					
(Quantum mechanics, Nanomaterials and Nanotechnology)					
Course Outcomes: (As per old syllabus)					
	CO	PSO1	PSO2	PSO3	PSO4
	CO1	√	√		√
	CO2		√		√
	CO3	√	√	√	
	CO4		√		√

CO	PSO1	PSO2	PSO3	PSO4
CO1	0	3	2	3
CO2	1	3	3	2
CO3	3	3	3	3
CO4	3	3	2	3

### Paper-II

CO	PSO1	PSO2	PSO3	PSO4
CO1	1	2	0	2
CO2	0	3	2	1
CO3	1	3	2	0
CO4		3	2	1

## **DEPARTMENT OF ZOOLOGY**

### **Programme Specific Outcomes (PSOs)**

#### **PSOs:**

- **Students will be able to describe, identified, classified and differentiate the animals of different taxonomic ranks. They could differentiate morphological, anatomical, and histological features of different organs and organ-systems of different animal groups. They could understand and analyse the different evolutionary trends among different animal groups.**
  - **Students could describe different component of environment and ecosystems and could understand and explain the significance of consequences of deterioration of ecosystem and biodiversity. They could estimate and evaluate the different physico-chemical parameters of waters like DO, dissolved CO<sub>2</sub>, pH, hardness etc. to deduce its status.**
- **Students could able to describe, sketch and differentiate different cell organelles of animal cell and could examine normal and abnormal cellular physiology. Students could demonstrate cells organelles and acellular components in tissues as well as able to estimate protein, lipid and carbohydrates in tissues.**
- **They could able to describe, interpret inheritance pattern in animals. They could differentiate varied mechanisms controlling inheritance in animals.**
- **They could describe, analyze the different aspect of Applied Zoology. They could understand the practices of apiculture, sericulture; fisheries etc. and acquainted themselves with economic benefit of these practices as well as explain it to others.**
- **Students understand, analyze, and interpret the innate and learned behaviour of different animal groups.**
- **Students will be able to perform different experiments which could help them to prove their hypotheses. They could able to analyze the data with help of different statistical tools. Students will develop capabilities which help them to design and investigate the scientific research work. They could able to draft a scientific write up and could argue, defend his findings based on standard practices of research in Life Science.**

**B.Sc. Sem. I DSC: BZO1T01**

**Life and Diversity of Animals - Nonchordates (Protozoa to Annelida)**

#### **Course Outcomes (COs):**

- **Students will able to understand about early phyla viz., Protozoa, Porifera, Coelenterata, Platyhelminthes, Aschelminthes and Annelida.**
- **Students could able to identify, classify and analyze different animals belonging to phylum Protozoa to Annelida on the basis of levels or grades of organization, symmetry, coelom etc. upto class.**

- Students will learn, analyze, describe a representative animal belonging to phylum Protozoa to Annelida

- Students could elucidate and explain uniqueness of phylum Protozoa to Annelida and they could able to demonstrate peculiar tissues, organs of animals belonging to these phyla.

**Unit:I**

**7 Hrs.**

**1.1 Kingdom Protista, Phylum - Protozoa: General characters of Protozoa.**

**1.2 Paramecium: Structure, locomotion and reproduction.**

**1.3 Plasmodium: Structure and life cycle.**

**1.4 Parasitic Protozoans of Man: Entamoeba, Trypanosoma, Giardia and Leishmania - Mode of infection, Damage and control.**

**Unit: II**

**7 Hrs.**

**2.1 Kingdom- Animalia: Major phyla of Animalia, general characters and classification upto classes of Phylum Porifera.**

**2.2: Sycon: Structure, reproduction and development, Canal system in sponges.**

**2.3 Coelenterata : General characters and classification up to classes.**

**2.4 Obelia : Structure and life cycle, corals and coral reef formation.**

**Unit III**

**8 Hrs.**

**3.1Platyhelminthes: General characters and classification up to class.**

**3.2Taenia solium: Structure and life cycle, parasitic adaptations in Taenia solium.**

**3.3Aschelminthes: General characters and classification up to classes.**

**3.4 Ascaris : External morphology, reproductive system and life cycle.**

**Unit – IV**

**8 Hrs.**

**4.1 Annelida: General characters and classification up to classes.**

**4.2 Leech: Morphology, digestive and urinogenital system.**

**4.3Annelidan larvae: Trochophore larva and its significance.**

**4.4Economic importance of Annelids: Harmful Annelids, Beneficial Annelids, Therapeutic value of Annelids.**

**B.SC. I Sem-I Paper-I****SUBJECT CODE: BZO1T01****CO ARTICULATION MATRIX**

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	✓		✓	✓	✓	✓	
CO 2	✓	✓	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	✓	✓	✓

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	3	0	1	1	1	2	0
CO 2	3	1	1	1	3	2	1
CO 3	3	1	1	1	1	2	2
CO 4	3	1	3	2	2	1	2
AVERAGE	3	0.75	1.5	1.25	1.75	1.75	1.25

**B.Sc. Sem. I DSC: BZO1T02****Environmental Biology****Course Outcomes (COs):**

- Students will able to describe and explain atmosphere, hydrosphere, lithosphere and energy resources.
- Students could describe, elucidate different types and components of ecosystems. They could identify, describe and explain different biotic components and could explain and analyze their role in ecosystem.
- Students will describe, explain and aware about the significance and need of biodiversity conservation. They also understand, describe and explain legislations passed to conserve the biodiversity and acquainted themselves to nearby National Parks and Wildlife Sanctuaries.
- They will elucidate and differentiate causes of different types and hazards of pollution.
- Students will estimate the different physico-chemical parameters of water to analyze.

**Unit-I****7 Hrs.****1.1 Atmosphere: Major zones, importance, composition of air.**

**1.2 Hydrosphere: Global distribution of water, Physico-chemical characteristics of water.**

**1.3 Lithosphere: formation of soil, Causes of soil erosion.**

**1.4 Renewable and non-renewable energy sources.**

**Unit–II**

**7 Hrs.**

**2.1 Ecosystem-Definition and Types- Forest, Grassland, Desert, Pond.**

**2.2 Food chain, food web.**

**2.3 Ecological pyramids- Definitions, pyramids in pond, forest and parasitic food chain.**

**2.4 Energy flow in an ecosystem, Single channel, Y –shape and Universal model.**

**Unit–III**

**8 Hrs.**

**3.1 Biodiversity and its conservation, Biological Diversity Act, 2002.**

**3.2 Causes of reduction of biodiversity.**

**B.SC. I Sem-I Paper-II**

**SUBJECT CODE: BZO1T02**

**CO ARTICULATION MATRIX**

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1		✓			✓		
CO 2	✓	✓		✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	✓	✓	✓
CO 5	✓	✓	✓	✓	✓	✓	✓

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	0	3	0	0	1	0	0
CO 2	1	3	0	2	2	1	2
CO 3	1	3	1	1	2	3	2
CO 4	2	3	2	1	3	3	2
CO 5	1	3	2	2	3	1	1



<b>AVERAGE</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1.2</b>	<b>2.2</b>	<b>1.6</b>	<b>1.4</b>
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**3.3 Salient features of Wildlife Protection Act, 1972, Zoological Survey of India: formation and role in animal conservation.**

**3.4 Hot spots of biodiversity in India, Introductory study of national parks and sanctuaries Tadoba, Nagzira, Kanha.**

**Unit–IV**

**8 Hrs.**

**4.1 Air Pollution: Sources, effect and control measures of air pollution, Acid rain, greenhouse effect, ozone depletion and global warming.**

**4.2 Water Pollution: Sources, effect and control measures of water pollution, effect of mercury.**

**4.3 Noise pollution: Sources effect and control measures of noise pollution.**

**4.4 Biomagnification and Bioaccumulation.**

**B.Sc. Sem. II**

**DSC: BZO1T03 Life and Diversity of Animals – Non-Chordates: Life and Diversity of Animals (Arthropoda to Hemichordata)**

**Credit Course Outcomes (COs):**

- 1. Students will learn, identify, explain and analyze the taxonomic position of animals belonging to phylum Arthropoda to Hemichordata**
- 2. They could describe, explain and analyze phylogeny to understand the course of evolution in animals from phylum Arthropoda to Hemichordata**
- 3. They will be able to describe, explain and differentiate various morphological, anatomical structures and functions of animals of phyla from Arthropoda to Hemichordata.**
- 4. Students will be able to understand, describe, explain and differentiate the larval forms and development of the invertebrates from phylum Arthropoda to Hemichordata**
- 5. Students will be able to describe, explain and analyze the ecological and economic importance of invertebrates.**
- 6. Students will understand, be able to describe, explain and analyze the ecological role of invertebrates in the biodiversity.**

**UNIT: I**

**1.1. Arthropoda: General characters of the phylum and classification up to classes with suitable examples**

**1.2. Cockroach: Digestive system, Male and Female reproductive system**

**1.3. Insects as Vectors : Mosquito, Housefly, Tse-Tse fly**

**1.4. Study of crustacean larvae: Nauplius, Zoea and Megalopa**

**UNIT: II**

**2.1 Mollusca: General characters and classification up to classes 7 Hrs**

**2.2 Pila: Respiratory system and Mechanism of Aquatic and Pulmonary respiration.**

**2.3 Economic importance of Mollusca: Edible oyster farming, pearl forming mollusc, types of pearl culture**

**2.4 Molluscan larva: Glochidium and Veliger**

**UNIT: III**

**3.1 Echinodermata: General characters and classification up to classes**

**3.2 Asterias: External morphology, Straight and Crossed type of Pedicellariae.**

**3.3 Water vascular system and locomotion in Asterias**

**3.4 Echinoderm larva: Bipinnaria and Auricularia**

**UNIT: IV**

**4.1 Hemichordata: General characters and Phylogeny**

**4.2 Balanoglossus: External features and digestive system**

**4.3 Pre-Larval Development in Balanoglossus, Tornaria larva**

**4.4 Affinities of Balanoglossus with Annelida, Echinodermata and Chordata**

**SESSION 2025-26**

**B.SC. I Sem-II Paper-III**

**SUBJECT CODE: BZO1T03**

**CO ARTICULATION MATRIX**

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	✓	✓			✓	✓	✓
CO 2	✓	✓		✓	✓	✓	✓
CO 3	✓	✓	✓		✓	✓	✓
CO 4	✓						
CO 5	✓	✓			✓	✓	✓

CO 6	✓	✓			✓	✓	✓
------	---	---	--	--	---	---	---

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	3	1	0	0	1	1	1
CO 2	3	1	0	2	1	1	1
CO 3	3	1	1	0	1	1	1
CO 4	2	0	0	0	0	0	0
CO 5	2	3	0	0	2	2	1
CO 6	2	3	0	0	1	3	1
AVERAGE	2.5	1.5	0.1667	0.3333	1	1.333	0.8333

## **B.Sc. Sem. II DSC: BZO1T04 Cell Biology**

### **Course Outcomes (COs):**

- Students will able to describe, sketch, analyze, and explain the structure and function of the cell organelles.
- Students could describe, sketch, analyze, and explain the structure and function of nucleus and chromatin structure, its location.
- Students will able to describe, sketch, analyze, and explain the basic principle of life. They could also demonstrate and explain how a cell divides leading to the growth of an organism.
- Students could describe, sketch, analyze, and explain how a cell communicates with its neighbouring cells.
- Students will able to describe, sketch, analyze, and explain the abnormality in structural and functional aspects of cells.
- Students will able handle and use microscopes and oculometer to elucidate and measure and explain the minor details of tissues.
- Students will able to demonstrate osmosis. They could also demonstrate and explain mitochondria, salivary gland chromosome and Barr body in cells.

### **UNIT: I**

#### **1.1 Ultra-structure of Plasma membrane and its chemical composition**

#### **1.2 Endomembrane system: Protein sorting, transport, exocytosis, endocytosis**

#### **1.3 Cell-cell interaction: Cell adhesion molecules, cellular junction**

## **1.4 Golgi Complex: Structure and functions.**

### **UNIT 2**

## **2.1 Cytoskeleton: Microtubules, Microfilaments, intermediate filaments.**

## **2.2 Mitochondria: Structure and Oxidative phosphorylation, ETS.**

## **2.3 Peroxisome: Structure and functions.**

## **2.4 Ribosome: Structure, types, Lake's model and functions.**

### **UNIT 3**

## **3.1 Lysosome: Structure, polymorphism and functions**

## **3.2 Structure and function of Nucleus and Nuclear membrane**

## **3.3 Chemical Composition and base composition of DNA and RNA**

## **3.4 Chromatin Modelling: Supercoiling, Chromatin organization, structure of**

### **UNIT 4**

## **4.1 Cell cycle and its regulation, Apoptosis**

## **4.2 Cell Division: Mitosis and Meiosis**

## **4.3 Signal transduction: Intracellular signalling, cell surface receptors, G-protein coupled receptors**

## **4.4 Cellular aging and cell death**

**SESSION 2025-26**

**B.SC. I Sem-II Paper-IV**

**SUBJECT CODE: BZO1T04**

**CO ARTICULATION MATRIX**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>
<b>CO 1</b>	✓		✓				✓
<b>CO 2</b>	✓		✓	✓			✓
<b>CO 3</b>	✓		✓	✓			✓
<b>CO 4</b>	✓		✓				✓
<b>CO 5</b>	✓		✓				✓
<b>CO 6</b>	✓		✓				✓
<b>CO 7</b>	✓		✓				✓

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	1	0	3	0	0	0	1
CO 2	1	0	3	1	0	0	1
CO 3	1	0	2	2	0	0	1
CO 4	1	0	3	0	0	0	1
CO 5	1	0	3	0	0	0	1
CO 6	1	0	2	0	0	0	3
CO 7	1	0	3	0	0	0	3
AVERAGE	1	0	2.7143	0.4286	0	0	1.5714

### **B.Sc. Semester – III**

#### **DSC- BZO3T05 : Life and Diversity of Animals - Chordates (Protochordata to Amphibia)**

**Course Outcomes: Students should be able to**

**CO 1. Describe classes and orders of phylum Chordata.**

**CO 2. Identify, Classify various animals of the Phylum Chordata.**

**CO 3. Differentiate between Protochordate and higher Chordates upto Amphibia based on their characters.**

**CO 4. Analyze the anatomy and physiology of protochordates, agnathans, pisces and amphibians.**

**CO 5. Create interlinking and mapping between various chordate groups.**

#### **Unit – I**

##### **1.1 Origin and ancestry of Chordata**

**1.2 General character and classification of Chordata upto classes, affinities of protochordates with Hemichordata and Agnatha.**

**1.3 Herdmania: digestive system, ascidian tadpole and retrogressive metamorphosis.**

**1.4 Amphioxus: digestive system, sense organs (Kolliker's pit and infundibular organ) and protonephridia.**

#### **Unit – II**

**2.1 Vertebrata: General characters, affinities of vertebrata with protochordata.**

**2.2 Petromyzon: Digestive system, Respiratory system, Reproductive system.**

**2.3 Ammocoete larva, General characters of Myxine.**

**2.4 Ostracoderm: General characters with examples, reason of extinction.**

## Unit – III

**3.1 Pisces: Salient features of Chondrichthyes and Osteichthyes.**

**3.2 General characters of Dipnoi: Neoceratodus, Protopterus, Lepidosiren.**

**3.3 Labeo rohita: External features, Respiratory System, Urinogenital system.**

**3.4 Migration in fishes (Types and causes).**

## Unit – IV

**4.1 Amphibia: Origin of Amphibia, affinities with Pisces.**

**4.2 Parental care and Neoteny in Amphibia.**

**4.3 Axolotl Larva, Hibernation and aestivation in Anura.**

**4.4 Frog (Rana tigrina): Circulatory system, Respiratory system.**

**SESSION 2025-26**

**B.SC. II Sem-III Paper-I**

**SUBJECT CODE: BZO3T05**

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	✓				✓	✓	
CO 2	✓	✓			✓	✓	
CO 3	✓						
CO 4	✓				✓	✓	
CO 5	✓	✓			✓	✓	✓

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	3	0	0	0	2	1	0
CO 2	3	1	0	0	2	2	0
CO 3	3	0	0	0	0	0	0
CO 4	3	0	0	0	2	2	0
CO 5	3	1	0	0	2	1	2
AVERAGE	3	0.4	0	0	1.6	1.2	0.4

**B.Sc. Semester – III DSC- BZO3T06: Genetics**

**Course Outcomes: Students will be able to**

**CO 1. Understand the Fundamental Principles of Genetics: Explain Mendelian inheritance, the Chromosome Theory of Inheritance, mitochondrial DNA and plasmids, and genetic variation and mutation, distinguish various chromosomal aberrations, recognize types of mutations (point mutations, frameshift), and evaluate their roles in genetic diversity and disease.**

**CO 2. Comprehend the Mechanisms of Genetic Inheritance and Gene Structure: Explore genetic inheritance mechanisms, gene structure, chromosomal mapping concepts, and cytoplasmic inheritance. Analyze pedigree analysis for autosomal and X-linked traits to identify inheritance patterns.**

**CO 3. Analyze Genetic Variation and Evolutionary Dynamics: Apply the Hardy-Weinberg principle to study genetic equilibrium and the impact of factors such as mutation, selection, and genetic drift on population genetics, Explain the genetic basis of speciation, adaptation, and evolutionary processes, Use quantitative genetics to explore polygenic traits, heritability, and their role in natural selection and evolution.**

**CO 4. Examine Human Genetics and Genetic Disorders: Interpret human karyotypes and identify chromosomal and genetic disorders, Understand the inheritance patterns of single-gene and multifactorial disorders, Discuss the ethical considerations in genetic counseling, genetic testing, and biotechnology, especially in the context of human health.**

**CO 5. Explore Advanced Topics in Genetics and Their Applications: Analyze the genetic basis of cancer, oncogenes, and tumor suppressor genes, and the role of mutations and environmental factors in cancer development, Discuss the role of epigenetics and environmental influences on gene expression and development, Evaluate the applications of gene therapy, agriculture, and biotechnology, addressing ethical and societal implications.**

## **Unit 1**

**1.1 Mendelian Genetics: Mendel's laws of inheritance (Law of segregation, Law of independent assortment), Monohybrid and dihybrid crosses, Test cross and back cross.**

**1.2 Interaction of genes: Epistasis: dominant epistasis (12:3:1) e.g. coat colour in dog (Brown dog X white dog) ; recessive epistasis (9:3:4) e.g. coat colour in mice. Codominance e.g. Roan cattle; incomplete dominance e.g. Andalusian fowl.**

**1.3 Extracellular genome: Presence and functions of mitochondrial DNA. Plasmids- Types and significance.**

**1.4 Genetic Variation: Chromosomal aberrations (deletions, duplications, inversions, translocations), Spontaneous and induced mutations. Types of point mutation- deletion, insertion, substitution, transversion, transition, frameshift mutation.**

## **Unit II**

**2.1 Chromosome Theory of Inheritance: Linkage and crossing over: types and significance, Chromosomal mapping in eukaryotes.**

**2.2 Cytoplasmic inheritance: Kappa particles in Paramecium, CO<sub>2</sub> sensitivity in Drosophila, milk factor in mice.**

**2.3 Pedigree analysis: Pedigree analysis, Autosomal Recessive Inheritance, Autosomal Dominant Inheritance, X-linked recessive Inheritance, X-linked dominant Inheritance, and Y linked inheritance.**

## **2.4 Concepts of genes: Classical concept of gene, Molecular concept of gene- Cistron, Muton and Recon.**

### **Unit III**

**3.1 Population Genetics: Gene pool and allele frequency, Hardy-Weinberg principle and its applications, Factors affecting genetic equilibrium (mutation, migration, selection, genetic drift).**

**3.2 Quantitative Genetics: Polygenic inheritance and continuous variation e.g. Skin colour in human, eye colour in human, sickle-cell anaemia. Inbreeding and outbreeding, hybrid vigor.**

**3.3 Speciation and Evolution: Species concepts and speciation mechanisms (Parapatric, Sympatric and Allopatric Speciation), Adaptive radiation, divergent and convergent evolution.**

**3.4 Human Genetics: Karyotyping and chromosomal disorders (Down syndrome, Turner syndrome, Klinefelter syndrome), Genetic counseling and prenatal diagnosis (Aminocentesis and Chorionic villi test).**

### **Unit IV**

**4.1 Genetic Disorders and Inborn Errors of Metabolism: Single-gene disorders (e.g., cystic fibrosis, sickle-cell anemia), Inborn errors of metabolism (e.g., phenylketonuria, alkaptonuria).**

**4.2 Cancer Genetics: Mechanism of activation of oncogenes ( point mutation, gene amplification and chromosomal translocations); mechanism of inactivation of tumor suppressor genes (mutation, deletions and epigenetic silencing).**

**4.3 Epigenetics and Environmental Influence on Genes: Role of environment in gene expression, Epigenetic changes in response to environmental stimuli, Developmental plasticity and gene-environment interactions, Impact of nutrition, stress, and toxins on gene expression.**

**4.4 Applications of Genetics in Medicine and Agriculture: Gene therapy: principles and challenges, Genetic modification in livestock; Ethical, social, and legal issues in genetic research and biotechnology.**

### **B.SC. I Sem-III Paper-II**

**SUBJECT CODE: BZO3T06**

### **CO ARTICULATION MATRIX**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>
<b>CO 1</b>			✓	✓			✓
<b>CO 2</b>			✓	✓			✓
<b>CO 3</b>		✓	✓	✓			✓
<b>CO 4</b>	✓		✓	✓			
<b>CO 5</b>			✓	✓			✓



CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	0	0	3	3	0	0	3
CO 2	0	0	3	3	0	0	2
CO 3	0	3	3	3	0	0	2
CO 4	2	0	3	3	0	0	0
CO 5	0	0	3	3	0	0	2
AVERAGE	0.4	0.6	3	3	0	0	1.8

#### **B.Sc. Semester- IV**

#### **DSC- BZO4T07: Life and Diversity of Animals- Chordates (Reptilia to Mammalia)**

**Course outcomes: By the completion of the course the students will able to**

**CO 1. Describe, explain characters, classification of Reptile. Could analyze general pattern of different system of reptile.**

**CO 2. Describe, explain characters, classification of Aves. Could analyze general pattern of different system of Aves.**

**CO 3. Describe, explain characters, classification of Mammalia. Could analyze general pattern of different system of Mammalia.**

**CO 4. Compare integuments, urinogenital systems, heart and aortic arches in Reptilia, Aves and Mammalia. Also describe and analyze autonomous nervous system in Mammalia.**

#### **Unit – I**

**1.1 Reptilia: General characters of Reptilia, Classification of Reptilia on the basis of temporal vacuities.**

**1.2 Calotes: External features, Digestive system, Respiratory system,**

**1.3 Structure and function of CNS (Brain and spinal cord).**

**1.4 Identification of Poisonous snakes and biting mechanism of snakes.**

#### **Unit – II**

**2.1 Aves: General characters and classification of Aves on the basis of carina (Ratitae and Carinatae).**

**2.2 Columba livia: External features, Digestive system, Respiratory system,**

**2.3 Structure and function of CNC (Brain and spinal cord)**

**2.4 Migration in Birds, Flight adaptation in birds**

#### **Unit – III**

**3.1 General characters of Mammalia. Comparison of Prototherians, Metatherians and Eutherians.**

**3.2 Aquatic, arboreal and Volant adaptation in mammals.**

**3.3 Rabbit: Structure and function of digestive and respiratory system.**

**3.4 Rabbit: Structure and function of CNS (Brain and spinal cord).**

**Unit – IV**

**4.1 Comparative accounts of integuments and its derivatives in Reptilia, Aves and Mammalia.**

**4.2 Comparative accounts of urinogenital systems in Reptilia, Aves and Mammalia.**

**4.3 Comparative accounts of heart and aortic arches in Reptilia, Aves and Mammalia.**

**4.4 Autonomous nervous system in mammals (Sympatheic and Parasympathetic).**

**SESSION 2025-26**

**B.SC. II Sem-IV Paper-I**

**SUBJECT CODE: BZO4T07**

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	✓				✓		
CO 2	✓				✓		✓
CO 3	✓		✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	✓	✓	✓
CO 5	✓		✓	✓	✓		✓

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	3	0	0	0	1	0	0
CO 2	3	0	0	0	3	0	2
CO 3	3	0	1	2	1	1	3
CO 4	3	2	3	3	2	3	3
CO 5	3	0	3	2	2	0	2
AVERAGE	3	0.4	1.4	1.4	1.8	0.8	2

**B.Sc. Semester – IV DSC-BZO4T08: Developmental Biology**

**Course outcomes: By the completion of the course the students should able to**

**CO 1. Describe, explain and differentiate various stages, pattern of development in protostomes and deuterostomes. They could also able to differentiate different types of development in insects, different types and stages of gametogenesis and different types of eggs.**

**CO 2. Describe, explain and differentiate various phases of fertilization, cleavage. They could also describe, explain different stages of development in Amphioxus and Frog.**

**CO 3. Describe, explain and differentiate different stages of development in Chick up to gastrulation. They could also understand, describe, explain and differentiate structure and function of extra embryonic membranes in Chick**

**CO 4. Describe, explain and differentiate different types of placenta. Also analyse development of Mammalia up to Gastrulation. They will ably differentiate totipotency and pluripotency and analyse axis formation in Mammals.**

## **Unit – I**

**1.1 Principle stages of development, Development pattern of protostomes , Development pattern of deuterostomes.**

**1.2 Types of development: Ametabolous, hemimetabolus and holometabolous development in insects.**

**1.3 Gametogenesis: Spermatogenesis, spermiogenesis, oogenesis.**

**1.4 Types of eggs: microlecithal egg, mesolecithal egg, megalecithal egg, isolecithal egg, telolecithal egg, cleidoic egg and non-cleidoic egg.**

## **Unit II**

**2.1 Fertilization: Mechanism of fertilization (Capacitation, Acrosome reaction, Recognition of sperm and egg, Gamete fusion and prevention of polyspermy, Amphimixis).**

**2.2 Cleavage: Type of cleavage; Meroblastic cleavage (Superficial and Discoidal), holoblastic cleavage; Pattern of cleavage (Radial, Spiral, bilateral and rotational cleavage).**

**2.3 Development in Amphioxus: Egg, Cleavage, Blastulation, Fate map and Gastrulation.**

**2.4 Frog Embryology – Egg, Cleavage, blastulation, Fate map, Gastrulation.**

## **Unit –III**

**3.1 Development in Chick: Structure of egg, fertilization, cleavage, blastulation, fate map.**

**3.2 Gastrulation: Formation of primitive streak, Completion of endoderm, Regression of primitive streak, Epiboly of endoderm.**

**3.3 Development of extra embryonic membranes (Chorion, Amnion, Allantois and yolk sac) in chick.**

**3.4 Significance of extra embryonic membranes(Chorion, Amnion, Allantois and yolk sac) in chick. 11**

## **Unit –IV**

**4.1 Blastocyst and implantation in Mammals; Types of placenta on the basis of morphological and histological structure; functions of placenta.**

**4.2 Cleavage in mammals (Compaction), Escape of Embryo from Zona pellucida, Gastrulation.**

**4.3 Axis formation: Anterior- posterior axis formation (Role of node and anterior visceral endoderm in anterior – posterior axis formation, hox code hypothesis); Dorso-ventral and left right axes formation.**

**4.4 Stem cells: Pluripotency, totipotency; sources, types and use of stem cells in human welfare.**

**SESSION 2025-26**

**B.SC. I Sem-IV Paper-II**

**SUBJECT CODE: BZO4T08**

**CO      ARTICULATION  
MATRIX**

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	✓	✓	✓	✓	✓	✓	✓
CO 2	✓	✓	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓	✓	✓
CO 4			✓	✓	✓	✓	✓
CO 5	✓	✓	✓	✓	✓	✓	✓

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	1	1	2	3	3	1	3
CO 2	2	1	1	3	2	1	2
CO 3	3	3	2	3	2	2	2
CO 4	0	0	3	3	2	2	2
CO 5	1	1	2	3	3	1	2
AVERAGE	1.4	1.2	2	3	2.4	1.4	2.2

**PROGRAM: B. Sc. (INTERIOR DESIGN) (Four-year undergraduate program; Eight Semesters)**

**CO PO MAPPED**

**Programme Outcome**

**Aim :** To develop professional, creative and skilled students as practitioners of Interior Design .

**PO1. Analytical Thinking and creativity**

Demonstrate analytical thinking to identify , evaluate and formulate design strategies and opportunities. Using a creative problem-solving methods in order to approach one solution from the multiple possibilities generated and implement it.

**PO 2. Human-Centered Cultural Awareness**

Thoroughly understand the client and end-user needs, as well as relevant cultural elements, to support the development of a design solution. Understand the meaning and impact of design as it relates to human interaction, technology, theoretical frameworks, and interdisciplinary efforts.

**PO 3. Communication visual, verbal and written**

Demonstrate effective visual, verbal, and written communication. Effectively communicate design solutions both visually and through client-centric presentations.

**PO 4. Technical Skills and ability**

Demonstrate the skills and ability to convey design solutions and technical documentation throughout the design process as well as aesthetic , creative and budgetary considerations.

**PO5 Professional Knowledge**

Assimilate and apply professional knowledge to provide appropriate design solutions and technical documentation throughout a design project, in alignment with client and user needs along with environmental, aesthetic, and financial considerations.

**PO 6. Professionalism and Ethics**

Demonstrate professionalism having a good understanding of and ability in dealing with cross-disciplinary teams , organizing and forming linkage found in work environments. Having Ethical approach to design projects, strong client communication skills, and assessing and evaluating the role of the context of the projects .

## COURSE OUTCOMES: SEMESTER I

### INTERIOR DESIGN I

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Understand the elements of design as point, line, plane and volume and their combinational character	1	-	1	1	1	-
<b>CO2.</b> Classification of variables as size, shape, colour, texture and light and its impact on the elements of design	1	-	2	1	-	-
<b>CO3.</b> Making compositions as symmetrical, asymmetrical, steady and dynamic.	1	-	2	1	-	-
<b>CO4.</b> Understanding of form, space and organization through synthesis. Organization through perception by resolving figure and ground relationship	1	-	2	1	-	-
<b>CO5.</b> Analyzing visual elements through various principles of design as Unity, Balance, Harmony, Contrast, Rhythm etc	1	-	2	1	-	-

### MATERIAL AND CONSTRUCTION TECHNIQUES I

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Develop understanding of the elements of building	1	1	-	2	-	-
<b>CO2.</b> Develop understanding of the materials and techniques of masonry construction	1	1	-	2	-	-
<b>CO3.</b> Develop understanding of the openings in masonry	1	-	2	2	-	-
<b>CO4.</b> Develop understanding of the materials and techniques of construction of RCC, cane & bamboo	1	-	2	2	2	-

### GRAPHICS I

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Handle the drawing set up and equipment.	1	-	-	2	-	-
<b>CO2.</b> Acquire the knowledge of and apply or use of various metric scales, conventions, standard annotations and format Understand the concept of enlargement and reduction of objects	1	-	2	2	-	-
<b>CO3.</b> Acquire the ability to apply Principles of plane geometry and geometrical constructions. Understand the concept of enlargement and reduction of objects.	1	-	2	2	-	-
<b>CO4.</b> Drawing Orthographic Projections of simple solids based on geometrical constructions, either single or in combinations.	1	-	3	3	-	-
<b>CO5.</b> Be able to comprehend and apply drafting skills at level 1	1	-	3	2	2	-

## MATHEMATICS I

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Develop understanding of Sets, Relations and Functions.	1	-	1	1	1	-
<b>CO2.</b> Develop understanding of Logarithms	2	-	1	1	1	-
<b>CO3.</b> Develop understanding of Trigonometry	1	-	2	1	1	-
<b>CO4.</b> Develop understanding of Plane Co-ordinate Geometry	2	-	1	1	1	-
<b>CO5.</b> Develop understanding of Angle between the Lines	2	-	1	1	1	-

## PRODUCT WORKSHOP I

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Develop application of various tools used for sketching	3	2	2	2	1	-
<b>CO2.</b> Develop application of nature drawing and Building in perspective by using various techniques including the play of light and shade	3	2	2	2	1	-
<b>CO3.</b> Develop techniques of forming and decorating using clay, ceramic etc.	3	2	2	2	1	-
<b>CO4.</b> Develop understanding of colour theory and its application..	1	-	1	1	-	-

## ENVIRONMENTAL SCIENCE

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Explain the basics of Environmental Science and Atmospheric Science along-with the components of Environment.	1	1	-	-	-	-
<b>CO2.</b> Explicate the importance of Environmental Education.	1	1	-	-	2	-
<b>CO3.</b> Elucidate the fundamentals of atmospheric science including formation, depletion and effects of ozone layer and acid rain on environment	1	-	2	-	-	-
<b>CO4.</b> Describe the various physical and chemical characteristics and properties of Water and Soil	1	-	-	-	-	-
<b>CO5.</b> Understand the Ecology and its allied branches	1	-	-	-	-	-
<b>CO6.</b> Comprehend about Population and Community Ecology	1	1	-	-	2	-
<b>CO7.</b> Study the changes in Population by understanding the concept of Population ecology.	1	1	-	-	2	-

## VEDIC MATHEMATICS

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
CO1. Improve speed and accuracy in numerical calculations.	1	1	-	2	-	-
CO2. Acquire IQ skills and high-end technical knowledge	1	1	-	2	-	-
CO3. Gain test taking skills & creativity of calculations	1	-	2	-	-	-

## Course outcomes: Semester II

## INTERIOR DESIGN II

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
CO1. Understand the concept of space	1	-	1	1	1	-
CO2. Understand the Relationship of space with that of function for basic living activity	1	-	2	1	-	-
CO3. Understand anthropometrics, for living activity in correlation to space planning	1	-	2	1	-	-
CO4. Understanding the quantitative and qualitative aspects of space through case studies	1	-	2	1	-	-
CO5. Analyzing of existing spaces for various design parameters.	1	-	2	1	-	-

## MATERIAL AND CONSTRUCTION TECHNIQUES II

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
CO1. Understand of the types of timber, sawing methods and joinery of timber.	1	1	-	2	-	-
CO2. Understand the application of timber to doors windows and ventilators.	1	1	-	2	-	-
CO3. Understand the application of timber to partitions and paneling.	1	-	2	2	-	-
CO4. Understand the application of reconstituted wood like plywood, block boards, particle boards, fiber boards, cement fiber board.	1	-	2	2	2	-



## GRAPHICS II

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Geometrical Drawing Of Special And Complex Curves	1	-	-	2	-	-
<b>CO2.</b> Understanding And Ability Of Drawing : Interpenetration Of Solids	1	-	2	2	-	-
<b>CO3.</b> Acquire the ability to Draw and apply the techniques of Development of Surfaces.	1	-	2	2	-	-
<b>CO4.</b> Drawing Orthographic Projections of complex solids based on geometrical constructions , in combinations or complex forms as cut solids	1	-	3	3	-	-
<b>CO5.</b> Be able to comprehend and apply drafting skills at level 2.	1	-	3	2	2	-

## MATHEMATICS II

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Understand Limits	1	-	1	1	1	-
<b>CO2.</b> Understand first order Derivatives	2	-	1	1	1	-
<b>CO3.</b> Understand second order Derivatives	1	-	2	1	1	-
<b>CO4.</b> Understand Integration by parts and Partial fractions	2	-	1	1	1	-
<b>CO5.</b> Understand Definite Integrals	2	-	1	1	1	-

## PRODUCT WORKSHOP II

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Develop application of line, drawings and the effect of light and shade	3	2	2	2	1	-

<b>CO2.</b> Develop application of rendering techniques using different media for architectural & interior drawings	3	2	2	2	1	-
<b>CO3.</b> Develop application of rendering to 3D solids.	3	2	2	2	1	-
<b>CO4.</b> Practical application of forming and decorating using Plaster of Paris	1	-	1	1	-	-
<b>CO5.</b> Practical application of working with cane and bamboo.	3	2	2	2	1	-

## CONSTITUTION OF INDIA

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Understanding Historical Background to the Framing of the Indian Constitution.	1	2	-	-	-	-
<b>CO2.</b> Understanding Constitutional values	1	3	1	-	-	-
<b>CO3.</b> Understanding nature and importance of Fundamental Rights	1	2	2	-	-	1
<b>CO4.</b> Understanding Constitutional Institutions and Authorities.	1	2	-	-	-	1

## VASTU SHASTRA

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Understanding basic principles of vastu shastra	1	2	2	-	1	-
<b>CO2.</b> Understanding the five elements and impact on placement of activities in residences, office etc	1	2	2	-	1	-
<b>CO3.</b> Develop an understanding of ideal location of building or building complexes as per shastra	1	2	2	-	1	-
<b>CO4.</b> develop an understanding about attributes of location as per charts for a plot/ building	1	2	2	-	2	-

**SEMESTER III**  
**B.Sc. Sem III (Interior Design-Major)**

**INTERIOR DESIGN-III (MAJOR)**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Understand the elements of envelop of space.	1	-	1	1	1	-
<b>CO2.</b> Understand functional and spatial correlation in a residence	1	-	2	1	-	-
<b>CO3.</b> Understand spatial character of interiors through various case studies.	1	-	2	1	-	-
<b>CO4.</b> Understand modulation of space using different interior elements in correlation to function.	1	-	2	1	-	-
<b>CO5.</b> understand the process of design ideation.	1	-	2	1	-	-

**BHD3T06 MATERIAL AND CONSTRUCTION TECHNIQUES –III (MAJOR) -Theory-**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Understand different flooring materials, their manufacturing process and design considerations. To understand application of timber in floors and their types	1	1	-	2	-	-
<b>CO2.</b> Understand the manufacturing of glass and different treatments given to it. To understand application of glass to built form and interiors	1	1	-	2	-	-
<b>CO3.</b> Understand the Hardware and fixing details of glass.	1	-	2	2	-	-
<b>CO4.</b> Understand the details of special doors and windows in timber.	1	-	2	2	2	-
<b>CO5.</b> Understand the details of partitions in timber.	1	-	-	-	-	-

**( GE/OE) BGO3T05 ENVIRONMENTAL PSYCHOLOGY**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Understand the application of theories to real situations like cognitive theory etc	1	1	-	2	-	-
<b>CO2.</b> Understand the application of theory of social behavior and space conditions behavior etc.	1	1	-	2	-	-
<b>CO3.</b> Study of influence of spatial role of space making elements.	1	-	2	2	-	-
<b>CO4.</b> Understanding and analysis of executed projects	1	-	2	2	2	-
<b>CO5.</b> Critical appraisals of projects built and conceptual stage .	1	1	-	2	-	-

**( VSC) BVS3P05 GRAPHICS –III -Practical-**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Understanding different measuring devices and techniques of documenting architectural and interior spaces.	1	-	-	2	-	-
<b>CO2.</b> Understanding documentation of furniture and construction of furniture.	1	-	2	2	-	-
<b>CO3.</b> Understanding construction of various of buildings and interior spaces.	1	-	2	2	-	-
<b>CO4.</b> Understand and apply digital application	1	-	3	3	-	-
<b>CO5.</b> understand building process and coordination among executing agencies, maintaining inventory of materials, checking levels, plumb and right angles of all construction elements	1	-	3	2	2	-

**(FP) BFP3P01 FEILD PROJECT -Practical-**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> understand mapping of buildings with reference to surrounding structure	1	1	-	2	-	-
<b>CO2.</b> understand building process and coordination among executing agencies, maintaining inventory of materials, checking levels, plumb and right angles of all construction elements	1	1	-	2	-	-
<b>CO3.</b> understand construction process.	1	-	2	2	-	-
<b>CO4.</b> understand proprietary materials, market availability of their sizes, billing methods	1	-	2	2	2	-
<b>CO5.</b> learn a living craft.	1	-	-	-	-	-

**SEMESTER IV****BHD4T07 INTERIOR DESIGN IV (MAJOR) Theory**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> Understand the concept of ideation.	1	1	-	2	-	-
<b>CO2.</b> Understand transition spaces, nature of enclosure ,function correlation.	1	1	-	2	-	-
<b>CO3.</b> Understand determines influencing space.	1	-	2	-	-	-
<b>CO4.</b> Understand the role of art and craft in spaces.	1	-	-	-	-	-
<b>CO5.</b> Understand the services required in internal spaces.	1	-	-	-	-	-

**BHD4T08 MATERIAL AND CONSTRUCTION TECHNIQUES –IV (MAJOR) Theory**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1.</b> understand the construction of wooden staircases and roof forms.	1	1	-	2	-	-
<b>CO2.</b> understand the materials in PVC family	1	1	-	2	-	-
<b>CO3.</b> understand the different types of adhesives	1	-	2	2	-	-
<b>CO4.</b> understand the materials used for false ceiling and its construction details.	1	-	2	2	2	-
<b>CO5.</b> understand the wall cladding materials and their construction details.	1	-	-	-	-	-

**(GE/OE) BG04T06 GREEN BUILDING TECHNOLOGY - Theory –**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
CO1. Understand what is Green Building Technology	1	1	-	2	2	-
CO2. Acquire the Knowledge of parameters of GBT design.	1	1	-	2	2	-
CO3. Understand which materials are green.	1	-	2	2	2	-
CO4. Understand methods to reduce use of natural resources.	1	-	-	2	2	-
CO5. Understand rating systems.	1	-	-	2	2	-

**(SEC) BVS4P06 GRAPHICS IV**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6
CO1. Acquire the ability to Draw and apply the techniques of rendering perspectives	1	-	-	2	-	-
CO2. Drawing one-point perspective	1	-	2	2	-	-
CO3. Drawing two-point perspective	1	-	2	2	-	-
CO4. Constructing and Making 3 d mock ups	1	-	3	3	-	-
CO5. Understand method of drawing sciography	1	-	3	2	2	-

**DEPARTMENT OF APPLIED ELECTRONICS AND SOFTWARE TECHNOLOGY**

**Program Outcomes**

**PO 1** - To develop capability in students to think independently & to grow professionally in the field of study and interest

**PO 2** - To develop responsible citizens with commitment towards society and nation

**PO 3** - Using electronic and computer technology for betterment of human life and for protecting the Mother Earth from harmful effects of modern technology

**PO 4** - Solve problems from the disciplines of concern using the knowledge, skills and attitudes acquired from Sciences / Mathematics / Social Sciences /Humanities.

**PO 5** - Design solutions for complex science problems and design system components or processes that meet the specified needs

**Subject: Electrical Engineering I (DSC)**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	2	1	3	2	1
<b>CO 2</b>	1	1	2	1	1
<b>CO 3</b>	2	1	3	2	2
<b>CO 4</b>	2	1	2	1	2

**Subject: Computer Fundamentals (DSC)**

	<b><u>PO 1</u></b>	<b><u>PO 2</u></b>	<b><u>PO 3</u></b>	<b><u>PO 4</u></b>	<b><u>PO 5</u></b>
<b><u>CO 1</u></b>	<b><u>2</u></b>	<b><u>1</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>2</u></b>
<b><u>CO 2</u></b>	<b><u>1</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>2</u></b>
<b><u>CO 3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>
<b><u>CO 4</u></b>	<b><u>1</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>2</u></b>



**B.Sc. (Applied Electronics & Software Technology) – Semester II****Subject: Electrical Engineering II (DSC)**

	<u>PO 1</u>	<u>PO 2</u>	<u>PO 3</u>	<u>PO 4</u>	<u>PO 5</u>
<u>CO 1</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>CO 2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>
<u>CO 3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>2</u>
<u>CO 4</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>

**Subject: Computer Programming (DSC)**

	<u>PO 1</u>	<u>PO 2</u>	<u>PO 3</u>	<u>PO 4</u>	<u>PO 5</u>
<u>CO 1</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>2</u>
<u>CO 2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>2</u>
<u>CO 3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>CO 4</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>2</u>

**B.Sc. (Applied Electronics & Software Technology) – Semester III****Subject: Object Oriented Programming (DSC)**

	<u>PO 1</u>	<u>PO 2</u>	<u>PO 3</u>	<u>PO 4</u>	<u>PO 5</u>
<u>CO 1</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>2</u>
<u>CO 2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>2</u>
<u>CO 3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>CO 4</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>2</u>
<u>CO 5</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>

**Subject: Digital Electronics (DSC)**

	<u>PO 1</u>	<u>PO 2</u>	<u>PO 3</u>	<u>PO 4</u>	<u>PO 5</u>
<u>CO 1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>3</u>
<u>CO 2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>CO 3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>3</u>

<b><u>CO 4</u></b>	<b><u>1</u></b>	<b><u>1</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>2</u></b>
<b><u>CO 5</u></b>	<b><u>1</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>3</u></b>

**B.Sc. (Applied Electronics & Software Technology) – Semester IV**

**Subject: Object Oriented Programming (DSC)**

	<b><u>PO 1</u></b>	<b><u>PO 2</u></b>	<b><u>PO 3</u></b>	<b><u>PO 4</u></b>	<b><u>PO 5</u></b>
<b><u>CO 1</u></b>	<b><u>2</u></b>	<b><u>1</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>2</u></b>
<b><u>CO 2</u></b>	<b><u>1</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>2</u></b>
<b><u>CO 3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>
<b><u>CO 4</u></b>	<b><u>1</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>2</u></b>
<b><u>CO 5</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>3</u></b>

**Subject: Digital Electronics (DSC)**

	<b><u>PO 1</u></b>	<b><u>PO 2</u></b>	<b><u>PO 3</u></b>	<b><u>PO 4</u></b>	<b><u>PO 5</u></b>
<b><u>CO 1</u></b>	<b><u>2</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b><u>CO 2</u></b>	<b><u>1</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>2</u></b>	<b><u>2</u></b>
<b><u>CO 3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>	<b><u>3</u></b>	<b><u>1</u></b>	<b><u>3</u></b>
<b><u>CO 4</u></b>	<b><u>1</u></b>	<b><u>1</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>2</u></b>
<b><u>CO 5</u></b>	<b><u>1</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>3</u></b>

DEPARTMENT OF COSMETOLOGY

DEPARTMENT OF HOME SCIENCE

**COMMERCE**